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# Sweet Briar College

UNIVERSITY OF ILLINOIS

SWEET BRIAR, VIRGINIA



1912-1913

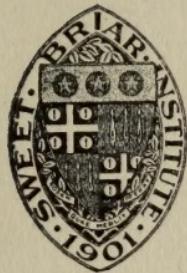


The Seventh Year Book

OF

Sweet Briar College

SWEET BRIAR, VIRGINIA



1912-1913

"This bequest, devise and foundation are made in fulfillment of my own desire, and of the especial request of my late husband, James Henry Williams, solemnly conveyed to me by his last will and testament, for the establishment of a perpetual memorial of our deceased daughter, Daisy Williams."—  
*From the will of Mrs. Indiana Fletcher Williams, founder of Sweet Briar Institute.*

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## CALENDAR-1912

SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
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1913

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1914

## **COLLEGE CALENDAR**

**1913.**

January 28th to February 1st—Mid-year examinations.

February 4th—Opening of second semester.

March 14th to 24th—Spring recess.

June 3rd—Fourth annual commencement.

September 23rd and 24th—Opening of eighth college year.

November 14th—Founder's Day.

November 27th—Thanksgiving holiday.

December 19th to January 6th, 1914—Christmas recess.

**1914**

January 27th to 31st—Mid-year examinations.

February 3rd—Opening of second semester.

March 13th to 23rd—Spring recess.

June 2nd—Fifth annual commencement.

## BOARD OF DIRECTORS

- RT. REV. A. M. RANDOLPH, LL. D., D. C. L., PRESIDENT  
*Norfolk, Va.*
- MR. N. C. MANSON, JR., CHAIRMAN EXECUTIVE COMMITTEE  
*Lynchburg, Va.*
- REV. ARTHUR P. GRAY, SECRETARY  
*Washington, Va.*
- JUDGE LEGH R. WATTS  
*Portsmouth, Va.*
- REV. CARL E. GRAMMER, S. T. D.  
*Philadelphia, Pa.*
- MR. FERGUS REID  
*Norfolk, Va.*
- MR. CHARLES E. HEALD  
*Lynchburg, Va.*
- 

## EDUCATIONAL COMMITTEE

- RT. REV. A. M. RANDOLPH, LL. D., D. C. L., PRESIDENT  
*Norfolk, Va.*
- REV. ARTHUR P. GRAY, SECRETARY  
*Washington, Va.*
- REV. CARL E. GRAMMER, S. T. D.  
*Philadelphia, Pa.*
- 

## EXECUTIVE COMMITTEE

- MR. N. C. MANSON, JR., CHAIRMAN EXECUTIVE COMMITTEE  
*Lynchburg, Va.*
- JUDGE LEGH R. WATTS  
*Portsmouth, Va.*
- MR. FERGUS REID  
*Norfolk, Va.*
- MR. CHARLES E. HEALD  
*Lynchburg, Va.*

## OFFICERS OF INSTRUCTION AND ADMINISTRATION

MARY K. BENEDICT

A. B., Vassar College; Ph. D., Yale University  
*President and Professor of Philosophy and Psychology*

MARY HARLEY

M. D., Woman's Medical College of the N. Y. Infirmary  
*Physician to the College and  
Professor of Physiology and Hygiene*

WALLACE EUGENE ROLLINS

A. B., University of North Carolina; B. D., Yale University  
*Professor of Biblical Literature and Chaplain to the College*

HUGH S. WORTHINGTON

M. A., University of Virginia  
*Professor of Modern Languages*

VIRGIL LAURENS JONES

A. B., University of North Carolina; Ph. D., Harvard University  
*Professor of English*

S. GAY PATTESON

B. S., Teachers College, Columbia University  
*Associate Professor of Mathematics*

HELEN F. YOUNG

Pupil of Teichmüller in Leipzig for five years, of Schreck, and  
of other German and American Musicians  
*Director of Music*

VIRGINIA RANDALL McLAWS

Student in the Charcoal Club of Baltimore; student and teacher  
in the New York School of Art; pupil of  
Henry Caro-Delvaille, Paris  
*Director of Art*

CAROLINE LAMBERT SPARROW

A. B., Woman's College of Baltimore; A. M., Cornell University  
*Associate Professor of History*

NORA BLANDING FRASER

A. B., Cornell University  
*Associate Professor of Latin*

CONNIE M. GUION

A. B., Wellesley College  
*Associate Professor of Chemistry*

RUTH B. HOWLAND

Ph. B. and Ph. M., Syracuse University  
*Associate Professor of Biology*

ETHEL CUSHING GARDNER

Pupil in Theory of Hugo Kaun and George Coleman Gow; and  
in piano of William Mason, Leopold Godowsky and  
Harold Bauer  
*Instructor in Music*

EUGENIE M. MORENUS

A. B. and A. M., Vassar College  
*Instructor in Mathematics and Latin*

CAROLINE HILL CRAWFORD

B. M., Syracuse University  
*Instructor in Vocal Music*

\*ALANETTE BARTLETT

Teachers College  
*Instructor in History and French*

AILEEN WARD

Hollins Institute; student at the Sorbonne and at the  
University of Göttingen  
*Instructor in Modern Languages*

\*Absent on leave during 1912-13.

MARTHA WALLER ROBERTSON

Pupil of Schehlmann and Sherwood in America, and of  
Rudolph Ganz and Frank La Forge in Berlin  
*Instructor in Piano*

\*ANNIE M. POWELL

A. B., Sweet Briar College  
*Instructor in English*

SARAH PETTIT

B. S., Teachers College, Columbia University  
*Instructor in Domestic Science*

CHARLOTTE KENDALL HULL

Graduate of Chicago Musical College; pupil of Viardot in  
Paris and of Sevcik in Prague and Vienna  
*Instructor in Violin*

NANNIE WITHERSPOON MACFARLAND

A. B., Cornell University  
*Instructor in Latin and History*

HARRIET M. TRUE

A. B., Goucher College; student at L'Institut Français, Paris  
*Instructor in French*

CLAUDINE HUTTER

Pupil of Miss Young at Sweet Briar, and of Teichmüller in  
Leipzig for two years  
*Instructor in Piano*

MARY E. CHANEY

S. B., University of Chicago  
*Instructor in Chemistry and Domestic Science*

LUCY GOODE PURYEAR

A. B., Hollins College; A. M., Radcliffe College  
*Instructor in English*

\*Absent on leave during 1912-13.

CARA GASCOIGNE

Graduate of Mme. Bergman Osterberg's Physical Training  
College, Dartford, Kent, England  
*Instructor in Physical Training*

LILLIAN BROCKWAY

Pupil of Mr. and Mrs. Theodore Toedt, New York, and of  
Signor del Valle, Florence, Italy  
*Instructor in Vocal Music*

FRANCES PAYNE MURRELL

A. B., Sweet Briar College  
*Assistant in English*

WILLIAM BLAND DEW

*Treasurer and Business Manager*

FANNIE T. CARROLL

*Superintendent of the Housekeeping Department*

MARION LATIMER PEELE

*Secretary to the President*

## FACULTY COMMITTEES

*Executive Committee*—Miss Benedict, Miss Fraser, Miss Guion, Dr. Harley, Miss Howland, Dr. Jones, Miss McLaws, Miss Patteson, Miss Pettit, Mr. Rollins, Miss Sparrow, Mr. Worthington, Miss Young.

*Committee on Lectures and Entertainments*—Mr. Rollins, Dr. Jones, Miss Sparrow, Mr. Worthington, Miss Young.

*Committee on the Library*—Miss Bartlett, Miss Fraser, Miss McLaws.

*Committee on Student Publications*—Dr. Jones, Miss Powell, Miss Sparrow.

*Committee on Athletics*—Dr. Harley, Miss Gascoigne, Miss Guion, Mr. Rollins, Mr. Worthington.

*Committee on Dramatics*—Miss Guion, Miss Ward.

*Committee on Student Organizations*—Miss Benedict, Miss Brockway, Miss Chaney, Miss Crawford, Miss Gascoigne, Miss Guion, Miss Howland, Miss Hutter, Miss McFarland, Miss McLaws, Miss Morenus, Miss Pettit, Miss Powell, Miss Ward.

## **LOCATION**

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The college is located in the Piedmont section of Virginia, twelve miles north of Lynchburg, and one hundred and fifty miles south of Washington (see map, page 89).

## **HISTORY AND PURPOSE**

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The college was founded by Mrs. Indiana Fletcher Williams, who died in November, 1900, leaving the bulk of her estate, consisting of over eight thousand acres of land and over a half million dollars, in trust, to the Right Reverend A. M. Randolph, Bishop of Southern Virginia, the Reverend T. M. Carson of Lynchburg, Virginia, Stephen R. Harding of Amherst County, Virginia, and the Reverend Arthur P. Gray of Amherst, Virginia. She directed these Trustees to procure the incorporation in the State of Virginia of a corporation to be called "Sweet Briar Institute," and to turn over to it all property left them in trust. She provided that this corporation should be controlled by a Board of seven Directors, the first members of which should be appointed by the Trustees. The Directors were to have power to fill vacancies in their number.

The intention of the founder with regard to the kind of institution which should be established is expressed in the following extract from her will: "The said corporation shall with suitable dispatch establish

· and shall maintain and carry on upon the said plantation a school or seminary to be known as the "Sweet Briar Institute" for the education of white girls and young women. It shall be the general scope and object of the school to impart to its students such an education in sound learning, and such physical, moral, and religious training as shall in the judgment of the Directors best fit them to be useful members of society."

The college was chartered in February, 1901, according to the conditions of the will, with a self-perpetuating Board of Directors, consisting of the following members: The Right Reverend A. M. Randolph, the Reverend T. M. Carson, the Reverend Arthur P. Gray, Stephen R. Harding, the Reverend Carl E. Grammer, Dr. J. M. McBryde, Judge Legh R. Watts.

Though the founder was an Episcopalian and named Episcopilians as trustees, she made no conditions as to the denominational character of the college; and the Directors decided that it should be non-denominational.

The policy of the college was formulated by the Board of Directors in the following paper: "Untrammeled by state or denominational control, or by testamentary direction of a will, and, therefore, relieved of the necessity of bidding for popular favor through the employment of adventitious or temporary expedients, it is the declared wish and purpose of its Board of Directors to give such shape and scope to Sweet Briar Institute as will make it a worthy monu-

ment to the liberality of its founder and the first among establishments for female education in the State and in the South. Believing that it would be unwise for the new institution to enter upon fields of educational activity already fully occupied, or to come into unnecessary competition with existing seminaries of learning, it is our desire to have it take possession of a territory hitherto overlooked and neglected. In the North the demand for collegiate instruction for women, fully equal in character to that offered the men by such institutions as Harvard, Princeton, Columbia and Yale, has resulted in the foundation of Vassar, Wellesley, Smith and Bryn Mawr. In the West and South the demand for better equipment of women for the practical vocations of life has led to the establishment of several excellent normal and industrial schools exclusively for girls. But nowhere, to our knowledge, has the attempt been made harmoniously to combine in one institution the best features of these two classes of schools. Holding that such combination is neither impossible nor impracticable, but rather that industrial training can be made, if only a safe equilibrium be provided for, to supplant, strengthen and enrich the intellectual, it is our resolve that the Sweet Briar Institute shall attempt this new line of educational effort. Standing for a policy and work distinctly and peculiarly its own, it will offer to the young women of the South carefully formulated courses of study, leading to degrees, of high grade and proper adaptation to the needs and capabilities of the female mind—some

literary and some scientific—and along with them thoroughly practical training in certain artistic and industrial branches of knowledge—the two lines of work so arranged and coördinated that the choice of any one of the four years' courses will carry with it the election of a given number of the practical branches. These courses, of necessity few in number at first, will be added to as the growth and development of the institution may call for them, and experience dictate their character and scope. The specification and formulation of these courses must await the future action of the Board, when it can have the assistance of the President and Faculty to be elected later on."

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## ADMISSION AND COURSES

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### GENERAL

Students will be admitted as (1) college students, (2) sub-freshmen, (3) special students. For admission of college students, see pages 18-33. For admission of sub-freshmen, see page 18. No special student will be admitted who offers work less in amount than that required for entrance to the sub-freshman class.

The courses for college students are those leading to the degree of A. B. These courses are described on pages 43-69

Sub-freshmen are required to take such courses

as they need to complete the work required for college entrance. This includes both Latin and Mathematics where students have not finished the requirements in these subjects.

Special students who have completed the college entrance requirements or who have graduated from approved high schools may elect such work as they may wish to take, subject to the consent of the heads of the departments in which they wish to work, and to the general requirement regarding amount of work, *viz.*, that all students shall take not less than four and not more than six subjects, and that three of them must be other than music or art.

Special students who have not completed the college entrance requirements, or who have not graduated from approved schools, are required to make up college preparatory work in which they are deficient before going on with work of collegiate grade in any department. Such students are requested to find out from the President just what work they will be required to take before they decide definitely to enter.

All students are required to take not less than four and not more than six subjects, and three of these must be other than music or art.

#### **ADMISSION TO ADVANCED STANDING**

Students will be admitted to advanced standing. When advanced standing is asked for, however, request therefor must be submitted to the executive committee through the heads of the departments in

which this standing is asked. Full credits will not be given until after the completion of the first semester's work. No student will be allowed to graduate with less than one year of residence work.

## DEGREES

The A. B. degree is the only degree given at present.

## CERTIFICATES

The college will accept, instead of examinations, certificates from schools doing standard college preparatory work, whose pupils are admitted on certificate to other colleges of the first rank. Application for admission on certificate should be made to the President, and should be accompanied by a full statement of the college preparatory course offered by the school, and the amount of work done by the student who wishes to enter.

## REGISTRATION

Students wishing to be enrolled should send (1) an application for admission, giving information regarding schools previously attended with names and addresses of principals; (2) a statement made and signed by the principal of the school last attended showing the subjects studied and amount of work covered in each subject; (3) a registration fee of ten dollars. In cases where students are not introduced through students or friends of the college, names of references are required.

Blanks for (1) and (2) will be forwarded on application to the President.

Rooms are not reserved until the above conditions are complied with.

## REQUIREMENTS FOR ADMISSION

### ADMISSION TO THE SUB-FRESHMAN CLASS

Applicants for admission to the sub-freshman class must offer work amounting to six units.\* These units must be selected from those specified below for entrance to the freshman class. The unit in history, however, will not be accepted unless it covers the work of the third or fourth year of the high school.

### ADMISSION TO THE FRESHMAN CLASS

Applicants for admission to the freshman class must be at least sixteen years of age and must offer work amounting to fifteen units as follows:

English, three units;

History, one unit;

Mathematics, three units;

Latin, four units;

Second language, three units;

French (maximum), or German (maximum), or  
Greek.

Third language or science, one unit.

German (minimum), or French (minimum), or  
Physics, or Chemistry, or Botany.

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\*A unit means a year's work, of five recitations a week.

Candidates will not be admitted to the freshman class if conditioned in more than two subjects.

In detail the requirements are:

### **ENGLISH (3 Units)**

No candidate will be accepted in English whose work is notably deficient in point of spelling, punctuation, grammar, or division into paragraphs.

#### **REQUIREMENTS FOR 1913, 1914, AND 1915.**

(a) READING AND PRACTICE.—A certain number of books will be recommended for reading, ten of which, as prescribed below, are to be offered for examination. The form of the examination will usually be the writing of a paragraph or two on each of several topics, to be chosen by the candidate from a considerable number—perhaps ten or fifteen—given in the examination paper. The treatment of these topics is designed to test the candidate's power of clear and accurate expression, and will call for only a general knowledge of the substance of the books. In every case knowledge of the book will be regarded as less important than the ability to write good English. In place of a part or a whole of this test, the candidate may present an exercise book, properly certified by her instructor, containing compositions or other written work done in connection with the reading of the books. In preparation for this part of the requirement, it is important that the candidate shall have been instructed in the fundamental principles of rhetoric.

The books for reading are arranged in the following groups, from which at least ten units (each unit is set off by semicolons) are to be selected, two from each group:

I. The Old Testament, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; the *Odyssey*, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; the *Iliad*, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Vergil's *Aeneid*. The *Odyssey*, *Iliad*, and *Aeneid* should be read in English translations of recognized literary excellence.

For any unit of this group a unit from any other group may be substituted.

II. Shakespeare's *Merchant of Venice*; *Midsummer Night's Dream*; *As You Like It*; *Twelfth Night*; *Henry the Fifth*; *Julius Cæsar*.

III. Defoe's *Robinson Crusoe*, Part I; Goldsmith's *Vicar of Wakefield*; either Scott's *Ivanhoe*, or *Quentin Durward*; Hawthorne's *House of the Seven Gables*; either Dickens' *David Copperfield*, or *Tale of Two Cities*; Thackeray's *Henry Esmond*; Mrs. Gaskell's *Cranford*; George Eliot's *Silas Marner*; Stevenson's *Treasure Island*.

IV. Bunyan's *Pilgrim's Progress*, Part I; the *Sir Roger de Coverley Papers* in *The Spectator*; Franklin's *Autobiography* (condensed); Irving's *Sketch Book*; Macaulay's *Essays on Lord Clive and Warren Hastings*; Thackeray's *English Humourists*; Se-

lections from Lincoln, including at least the two *Inaugurals*, the *Speeches in Independence Hall and at Gettysburg*, the *Last Public Address*, and *Letter to Horace Greeley*, along with a brief memoir or estimate; Parkman's *Oregon Trail*; either Thoreau's *Walden*, or Huxley's *Autobiography* and selections from *Lay Sermons*, including the addresses on *Improving Natural Knowledge*, *A Liberal Education*, and *A Piece of Chalk*; Stevenson's *Inland Voyage* and *Travels with a Donkey*.

V. Palgrave's *Golden Treasury* (First Series), Books II and III, with especial attention to Dryden, Collins, Gray, Cowper, and Burns; Gray's *Elegy in a Country Churchyard* and Goldsmith's *Deserted Village*; Coleridge's *Ancient Mariner* and Lowell's *Vision of Sir Launfal*; Scott's *Lady of the Lake*; Byron's *Childe Harold*, Canto IV, and *The Prisoner of Chillon*; Palgrave's *Golden Treasury* (First Series), Book IV, with especial attention to Wordsworth, Keats, and Shelley; Poe's *Raven*, Longfellow's *Courtship of Miles Standish* and Whittier's *Snow-Bound*; Macaulay's *Lays of Ancient Rome*, and Arnold's *Sohrab and Rustum*; Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; Browning's *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*.

(b) STUDY AND PRACTICE.—This part of the ex-

amination presupposes the thorough study of each subject-matter, form, and structure. In addition, of the works named below. The examination covers the candidate may be required to answer questions involving the essentials of English grammar, and questions on the leading facts in those periods of English literary history to which the prescribed works belong.

In connection with the reading and study of the required books, parallel or subsidiary reading should be encouraged, and a considerable amount of English poetry should be committed to memory. The essentials of English grammar should not be neglected in preparatory study.

The books prescribed for this part of the examination are as follows:

Shakespeare's *Macbeth*; Milton's *L'Allegro*, *Il Penseroso*, and *Comus*; either Burke's *Speech on Conciliation with America*, or both Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*; either Macaulay's *Life of Johnson*, or Carlyle's *Essay on Burns*.

### HISTORY (1 Unit)

The candidate may elect any one of the following subjects:

(a) Ancient history, with special reference to Greek and Roman history. A short introductory study of the most ancient nations is desirable, as well as a brief sketch of the main events in the Middle

Ages, from the fall of Rome to the death of Charlemagne.

(b) English history, with reference to the social as well as the political development.

(c) American history and elementary civil government.

Each of the foregoing topics is intended to represent one full year's course with five recitations a week, or two years with three hours a week.

The student is expected to be able to handle any of the standard preparatory text-books, such as Andrew's *History of England*, or West's *Ancient History*; to have acquired a sufficient historical vocabulary to enable her to read the more advanced works intelligently, and to have had some little training in the writing of abstracts. The student is expected, also, to have had some practice in the drawing of maps, and may be called on in examination to show her knowledge of geography either by her own drawings, or by the location of places on an outline map.

Students entering on certificate are expected to have taken the course in history, not earlier than the third or fourth year of high school work.

Ancient history is recommended as affording the best preparation for the freshman course.

### MATHEMATICS (3 Units)

(a) ALGEBRA.—(1) To Quadratics: The four fundamental operations for rational algebraic expressions; factoring, determination of highest common factor and lowest common multiple by factoring; fractions, including complex fractions; ratio and pro-

portion ; linear equations, both numerical and literal, containing one or more unknown quantities ; problems depending on linear equations ; radicals, including the extraction of the square root of polynomials and of numbers ; exponents, including fractional and negative.

(2) Quadratics and Beyond : Quadratic equations, both numerical and literal ; simple cases of equations with one or more unknown quantities that can be solved by the methods of linear or quadratic equations ; problems depending on quadratic equations ; the binomial theorem for positive integral exponents ; the formulas for the  $n$ th term and the sum of the terms of arithmetical and geometrical progression, with applications.

It is assumed that pupils will be required throughout the course to solve numerous problems which involve putting questions into equations. Some of these problems should be chosen from mensuration, from physics, and from commercial life. The use of graphical methods and illustrations, particularly in connection with the solution of equations, is also expected.

(b) PLANE GEOMETRY.—The usual theorems and construction of good text-books, including the general properties of plane rectilinear figures ; the circle and the measurements of angles ; similar polygons ; areas ; regular polygons and the measurement of the circle ; the solution of numerous original exercises, including loci problems ; application to the mensuration of lines and plane surfaces.

## LATIN (4 Units)

For the present either the new requirements or the old may be offered. The new requirements are preferred.

### NEW REQUIREMENTS.

The Latin reading must be not less in amount than Cæsar, *Gallic War*, I-IV; Cicero, *Archias*, the *Manilian Law*, the orations against Catiline; Virgil, *Æneid*, I-VI. The amount of reading specified above should be selected from the following authors and works. Cæsar (*Gallic War* and *Civil War*) and Nepos (*Lives*); Cicero (orations, letters, and *De Senectute*) and Sallust (*Catiline* and *Jugurthine War*); Virgil (*Bucolics*, *Georgics*, and *Æneid*) and Ovid (*Metamorphoses*, *Fasti*, and *Tristia*).

The following prescribed reading must be offered by all candidates: Cicero, orations for the Manilian Law and for Archias, and Virgil, *Æneid*, I, II, and either IV or VI, at the option of the candidate.

In grammar and composition it is expected that the student have thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read, with ability to use this knowledge in writing Latin prose.

It is especially urged that throughout the entire period of preparation, emphasis be given to sight reading and to regular work in prose composition.

### OLD REQUIREMENTS.

**LATIN GRAMMAR.**—The inflections; the simpler rules for composition and derivation of words, syntax

of cases and the verbs; structure of sentences in general, with particular regard to relative and conditional sentences, indirect discourse, and the subjunctive.

LATIN COMPOSITION.—Translation into Latin of detached sentences, and very easy continuous prose based upon Cæsar and Cicero.

CÆSAR.—Any four books of the *Gallic War*, preferably the first four.

CICERO.—Any six orations from the following list, but preferably the first six mentioned: The four orations against Catiline, Archias, the Manilian Law, Marcellus, Roscius, Milo, Sestius, Ligarius, the fourteenth Philippic.

VIRGIL.—The first six books of the *Aeneid*, and so much prosody as relates to accent, versification in general, and dactylic hexameter.

ADVANCED PROSE COMPOSITION, consisting of continuous prose of moderate difficulty based on Cicero.

SIGHT TRANSLATION OF PROSE of no greater difficulty than the easier portions of Cicero's orations.

### GREEK (3 Units)

GREEK GRAMMAR AND COMPOSITION.—The topics are similar to those detailed under Latin Grammar and Composition. The examination in grammar and prose composition will be based on the first two books of Xenophon's *Anabasis*.

XENOPHON.—The first four books of the *Anabasis*.

HOMER.—The first three books of the *Iliad* (omit-

ting II, 494 to end), and the Homeric constructions, forms and prosody.

ADVANCED PROSE COMPOSITION, consisting of continuous prose based on Xenophon and other Attic prose of similar difficulty.

SIGHT TRANSLATION OF PROSE of no greater difficulty than Xenophon's *Anabasis*.

### FRENCH (3 Units or 1 Unit)

MINIMUM REQUIREMENT.—(1 unit).

(1) Careful drill in pronunciation; (2) the rudiments of grammar, including the inflection of the more common irregular verbs, the plural nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions; (3) abundant easy exercises, designed not only to fix in the memory the form and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (4) writing French from dictation; memorizing prose; (5) the reading of from 300 to 350 duodecimo pages of graduated texts, of which about one-third should be in the dramatic form. Suitable texts can be chosen from the following: Bruno's *le Tour de la France*; Labiche and Martin's *la Poudre aux yeux*, and *le Voyage de M. Perrichon*; la Brète's *mon Oncle et mon curé*; Merimée's *Colomba*; Lamartine's *Graziella*; Daudet's *Contes choisis* and *la Belle Nivernaise*; Sarcéy's *le Siège de Paris*; Moineaux's *les Deux sourds*; *Roman d'un jeune homme pauvre* (play); Ludovic Halévy's *l'Abbé Constantin* (play).

### MAXIMUM REQUIREMENT.—(3 units).

The work to be done should comprise, *in addition to* that of the minimum requirement, the reading of about 800 pages of French of ordinary difficulty, a portion to be in the dramatic and historical form; constant practice in giving French paraphrases, abstracts or reproductions from memory of selected portions of the matter read; a thorough study of idioms and important points in syntax; writing from dictation. At the end of this course the pupil should be able to read at sight ordinary French prose or simple poetry, to translate into French a connected passage of English based on the text read, to understand simple spoken French, and to take notes in that language.

Suitable texts are: Augier and Sandeau's *le Gendre de M. Poirier*; Canfield's French Lyrics; Coppées's poems; Daudet's *la Belle-Nivernaise*; la Brète's *mon Oncle et mon curé*; Hugo's *Hernani* and *les Misérables*; Labiche's plays; Loti's *Pêcheur d'Islande*; Mignet's historical writings; George Sand's stories; Sandeau's *Mademoiselle de la Seiglière*; Scribe's plays; Thierry's *Récits des temps mérovingiens*; Thier's *l'Expédition de Bonaparte en Egypte*; Vigny's *la Canne de jonc*, etc., etc.

### GERMAN(3 Units or 1 Unit)

#### MINIMUM REQUIREMENT.—(1 unit).

FIRST YEAR: (1) Careful drill on pronunciation; (2) the memorizing of easy colloquial sentences; (3) drill on the rudiments of grammar, that is, on the in-

flection of the articles, of such nouns as belong to the language of every-day life, of adjectives, pronouns, weak verbs, and the more usual strong verbs; also on the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and order of words; (4) abundant easy exercises designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (5) the reading of about 200 pages of graduated texts, with constant practice in translating into German easy variations upon sentences selected from the reading lesson (the teacher giving the English), and in the reproduction from memory of sentences previously read.

Stories can be selected from the following list: Andersen's *Märchen* and *Bilderbuch ohne Bilder*; Arnold's *Fritz auf Ferien*; Baumbach's *Die Nonna* and *Der Schwiegersohn*; Gerstäcker's *Germelshausen*; Heyse's *L'Arrabbiata*, *Das Mädchen von Treppi*, and *Anfang und Ende*; Hillern's *Höher als die Kirche*; Jensen's *Die braune Erica*; Leander's *Träumereien* and *Kleine Geschichten*; Seidel's *Märchen*; Stökl's *Unter dem Christbaum*; Storm's *Immensee* and *Geschichten aus der Tonne*; Zschokke's *Der Zerbrochene Krug*.

Good plays adapted to the elementary courses are much harder to find than good stories. Five-act plays are too long. They require more time than it is advisable to devote to any one text. Among shorter plays the best available are perhaps: Benedix's *Der*

*Prozess*, *Der Weiberfeind*, and *Günstige Vorzeichen*; Elz's *Er ist nicht eifersüchtig*; Wichert's *An der Majorsecke*; Wilhelmi's *Einer muss heiraten*. It is recommended, however, that not more than one of these plays be read. The narrative style should predominate. A good selection of reading matter would be Andersen's *Märchen* or *Bilderbuch*, or Leander's *Träumereien*, to the extent of, say, forty pages. After that, such a story as *Das Kalte Herz*; or *Der Zerbrochene Krug*; then *Höher als die Kirche*, or *Immensee*; next, a good story by Heyse, Baumbach, or Seidel; lastly *Der Prozess*.

MAXIMUM REQUIREMENT.—(3 units).

The work to be done should comprise, *in addition to* that of the minimum requirement, the reading of about 500 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes oral and sometimes written, paraphases, abstracts, or reproductions from memory of selected portions of the matter read; also grammatical drill on the less usual strong verbs, the use of articles, cases, auxiliaries of all kinds, tenses and modes (with special reference to the infinitive and subjunctive), and likewise on word-order and word-formation.

Suitable reading matter can be selected from such works as the following: Ebner-Eschenbach's *Die Freiherren von Gemperlein*; Freytag's *Die Journalisten* and *Bilder aus der Deutschen Vergangenheit*,—for example, *Karl der Grosse*, *Aus den Kreuzzügen*, *Doktor Luther*, *Aus dem Staat Friedrichs des Grossen*; Fouqué's *Undine*; Gerstäcker's *Irrfahrten*;

Goethe's *Hermann und Dorothea* and *Iphigenie*; Heine's poems and *Reisebilder*; Hoffmann's *Historische Erzählungen*; Lessing's *Minna von Barnhelm*; Meyer's *Gustav Adolfs Page*; Moser's *Der Bibliothekar*; Riehl's *Novellen*,—for example, *Burg Neideck*, *Der Fluch der Schönheit*, *Der Stumme Ratsher*, *Das Spielmannkind*; Rosegger's *Waldheimat*; Schiller's *Der Neffe als Onkel*, *Der Geisterseher*, *Wilhelm Tell*, *Die Jungfrau von Orleans*, *Das Lied von der Glocke*, *Balladen*; Scheffel's *Der Trompeter von Säkkingen*; Uhland's poems; Wildenbruch's *Das edle Blut*.

At the end of this course the pupil should be able to read at sight German prose of ordinary difficulty, whether recent or classical; to put into German a connected passage of simple English, paraphrased from a given text in German; to answer any grammatical questions relating to usual forms and essential principles of language, including syntax and word-formation, and to translate and explain (so far as explanation may be necessary) a passage of classical literature taken from some text previously studied. (\*)

### CHEMISTRY (1 Unit)

The preparation in chemistry should cover at least one full session, with three recitations a week, and should include the study of one standard text-book,

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(\*) These requirements follow the recommendations of the Committee of Twelve of the Modern Language Association.

to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws of elementary chemistry. In addition to the three recitations, four periods weekly should be devoted to practical tests and experiments performed by the students individually under the direction of the teacher. Every candidate must present at the time of, and as a part of, the examination in chemistry a note-book containing in the candidate's own language a description of her laboratory exercises, the steps, observations, and results of each exercise being carefully recorded. The record should be well-ordered, plainly legible, and concise. The note-book must bear the endorsement of the teacher, certifying that the notes are a true record of the student's work.\*

### **PHYSICS (1 Unit)**

The requirements in physics are in every respect similar to those in chemistry. The candidate is required to have studied for a full session one standard text-book and to have done individual laboratory work. As in chemistry, she must be prepared to show her laboratory note-book, properly certified by her instructor.

### **BOTANY (1 Unit)**

The preparation in botany should cover at least one full session, and should include individual

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(\*) In Document No. 58 of the College Entrance Examination Board may be found a list of sixty-four experiments adapted to the high school course.

laboratory work. This course should comprise: (1) The general principles of (a) Anatomy and Morphology, (b) Physiology, and (c) Ecology; (2) The natural history of the plant groups, and classification.

For further details see Document No. 58 of the College Entrance Examination Board already referred to.

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## COURSES OF INSTRUCTION

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### SUB-FRESHMAN COURSES

#### ENGLISH

##### Course 1.

COMPOSITION AND LITERATURE.—Grammar is reviewed with special reference to the relations of words, phrases, and clauses to the sentence. Through an analysis of these relations the principles of punctuation are established. In the study of composition emphasis is laid upon the choice of words and upon the structure of sentences and paragraphs. Systematic practice is obtained in themes written at regular intervals. These are corrected and returned to the students, each of whom is required, from time to time, to discuss her work with the instructor. In connection with the composition, the class studies, with particular attention to substance and form, eight selections from the list of College Entrance Requirements (see pages 19-22). Selections from

English poetry are memorized and some outside reading is done.

### **Course 2.**

**COMPOSITION AND LITERATURE.**—In the study of composition special attention is given to the principles of unity, coherence, and emphasis as applied to exposition, description, and narration. Themes illustrating these forms of writing are assigned at regular intervals. Conferences, memorizing, and subsidiary reading are required as in Course I. The work in literature comprises a study of six selections from the list of College Entrance Requirements

## **HISTORY**

### **Course 1.**

English History. The text-book is Cheney's *History of England* used in connection with Gardner's *Atlas of English History*.

The text-book work is supplemented by topical reading in more advanced histories. Much emphasis is laid on the study of geography in connection with history.

### **Course 2.**

Greek and Roman History, including a short introductory study of the more ancient nations, and of the chief events of the Middle Ages until the death of Charlemagne. The text-books are West's

*Ancient World* used in connection with Fling's *Source Book of Greek History* and Munro's *Source Book of Roman History*. The keeping of note-books containing outlines of subjects and digests of outside reading is required, as is also the use of outline map-books. This course prepares for the freshman course in college.

## MATHEMATICS

### Course 1.

ALGEBRA.—Radicals and theory of exponents; quadratics and beyond; quadratic equations, both numerical and literal; simple cases of equations with one or more unknown quantities that can be solved by the methods of linear or quadratic equations; problems depending on quadratic equations; the binomial theorem for positive integral exponents; the formulas for the  $n$ th term and the sum of the terms of arithmetical and geometrical progressions, with applications. Pupils are required to solve numerous problems which involve putting questions into equations. Graphical methods and illustrations, particularly in connection with the solution of equations, are used. The text used is Well's *Algebra for Secondary Schools*.

### Course 2.

PLANE GEOMETRY.—The usual theorems and constructions of good text-books, including the general properties of plane rectilinear figures; the circle and

the measurement of angles; similar polygons; areas; regular polygons and the measurement of the circle; the solution of numerous original exercises, including loci problems; application to the mensuration of lines and plane surfaces. The text used is Well's *Plane and Solid Geometry*.

## LATIN

### Course 1.

Bennett, *First Year Latin*, Ritchie, *Fabulae Faciles*.

### Course 2.

Cæsar, *Gallic War*, Books I and II. Selections from *Gallic War*, Books IV, V, VI, and from Cornelius Nepos, Lives of Themistocles and Miltiades. Bennett's Grammar and Latin Writer.

### Course 3.

Cicero, *Archias*, the *Manilian Law*, orations against Catiline, I and III, selections from the letters. Bennett's Grammar and Prose Composition.

### Course 4.

Virgil, *Aeneid*, I, II, VI, selections from other books of the *Aeneid* and from the *Bucolics* and *Georgics*. Bennett's Grammar and Prose Composition.

## FRENCH

### Course 1.

Drill in pronunciation; the rudiments of grammar, including the inflection of the more common irregular verbs, the plural nouns, the inflection of adjectives, participles and pronouns, the use of personal pronouns, common adverbs, prepositions, and conjunctions; many exercises in translating from French to English and from English to French; reading of about 200 duodecimo pages of simple French; dictation. Part I of Fraser and Squair's Grammar and Aldrich and Foster's Reader are completed.

### Course 2.

Fraser and Squair's Grammar completed; François' Introductory French Prose Composition; reading of such texts as *le Voyage de M. Perrichon*; *mon Oncle et mon curé*, *Contes et nouvelles* (second series, Lazare), *l'Abbé Constantin* (the play); dictation composition, memorizing prose and verse.

### Course 3.

François' Advanced French Prose Composition; reading of such texts as *Colomba*, *le Gendre de M. Poirier*, *le Luthier de Crémone*, *le Trésor*, *Contes choisis de Daudet*, *Prise de la Bastille*; Canfield's French Lyrics; résumés; dictées; oral practice.

## GERMAN

### Course 1.

Drill on pronunciation; the elementary rules of syntax; abundant easy exercises in composition; the reading of about 200 pages of graduated texts from a reader, with constant practice in translating simple German prose; Joynes-Meissner's German Grammar; Wenckebach and Müller's *Glück Auf*; Stern's *Geschichten am Rhein*; Storm's *Immensee*.

### Course 2.

Continued study of grammar and syntax with constant practice in composition. The reading of about 300 pages in the form of easy stories and plays.

Joynes-Meissner's Grammar; Carmen Sylvia's *Aus meinem Königreich*; Baumbach's *Der Schwiegersohn*; Heyse's *L'Arrabbiata*; Jensen's *Die braune Erica*; Stökl's *Unter dem Christbaum*; Schiller's *Der Neffe als Onkel*.

### Course 3.

Pope's German Composition; Lessing's *Minna von Barnhelm*; Goethe's *Hermann und Dorothea*; Schiller's *Wilhelm Tell*; Freytag's *Aus dem Staat Friedrichs des Grossen*; Scheffel's *Ekkehard*; Kron's *German Daily Life*.

## **PHYSICS**

### **ELEMENTARY PHYSICS.**

This course deals with the elements of physics as presented in any standard text-book. The text and laboratory manual edited by Professors Millikan and Gale are used.

Explanations, demonstrations and quizzes are given in the classroom in such a way as to familiarize the student with the methods of physical investigations, and to teach her to think accurately and independently.

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## **COLLEGIATE COURSES**

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It is the aim of the curriculum to give the student freedom to choose lines of work which are in accord with her natural tendencies and previous preparation, and yet to give systematic training in the chosen line. Under the guidance of the chosen course, a student should secure a broad, general training with a central point of view, and should be prepared for any special work which she may desire to pursue after she has finished the college course. To this end a form of the so-called "group system" has been adopted.

The curriculum offers six courses: A, English; B, Modern Languages; C, Ancient Languages; D,

**History and Economics ; E., Mathematics and Physics ;  
F, Science.**

Candidates for the degree of A. B. must complete sixty-one hours of work in conformity with one of the above courses. Not more than sixteen nor less than twelve hours may be taken by a student without special permission from the faculty; and not less than ten nor more than eighteen hours may be taken under any circumstances by candidates for the degree. Although there are two or three slight exceptions, each course contains thirty-one hours of required work, and thirty hours of elective work.

The thirty-one hours of required work are distributed as follows: sixteen hours in the freshman year, nine hours in the sophomore year, three hours in the junior year, and three hours in the senior year.

The thirty hours of elective work are distributed as follows: three hours of limited elective work in the sophomore year, six in the junior year, and six in the senior year; three hours of free elective work in the sophomore year, six hours in the junior, and six in the senior year.

No student will be allowed to take any elective course without the consent of the head of the department in which the subject is elected.

# OUTLINE OF COURSES OF STUDY

COURSE A <i>(English)</i>	Hours	COURSE B <i>(Modern Languages)</i>	Hours	COURSE C <i>(Ancient Languages)</i>	Hours
FRESHMAN		FRESHMAN		FRESHMAN	
English I	3	English I	3	English I	3
History I	3	History I	3	History I	3
Latin I	3	Latin I	3	Latin I	3
French I or } German I or }	3	French I or } German I or }	3	French I or } German I or }	3
Biology I or } Chemistry I }	3	Biology I or } Chemistry I }	3	Biology I or } Chemistry I }	3
Hygiene I	1	Hygiene I	1	Hygiene I	1
SOPHOMORE		SOPHOMORE		SOPHOMORE	
English II	3	English II	3	English II	3
History II	3	Latin II	3	Latin II	3
French II or } German II or }	3	French II or } German II or }	3	French II or } German II or }	3
Latin II or } German V or VI or } French V or VI or }	3	Latin II or } German V or VI or } French V or VI or }	3	Greek I or II Elective	3
Greek I or II Elective	3	Elective	3	Elective	3
JUNIOR		JUNIOR		JUNIOR	
Philosophy I and II	3	Philosophy I and II	3	Philosophy I and II	3
English	3	French III or }	3	Latin	3
Any Language	3	German III }	3	Greek	3
Elective	6	German VI or I or }	3	Elective	6
French VI or I		Elective	6		
SENIOR		SENIOR		SENIOR	
Philosophy III and IV	3	Philosophy III and IV	3	Philosophy III and IV	3
English	3	French or } (adv.)	3	Latin (adv.)	3
Any Language	3	German	3	Greek (adv.)	3
Elective	6	German or } (adv.)	3	Elective	6
		French	6		
		Elective			

The Roman numerals refer to courses as numbered in the description of college courses as given on pages 43-69.

In junior and senior years where no Roman numeral is given the student may take courses marked junior elective in the junior year and courses marked senior elective in the senior year.

In course F the first science required must be the same throughout the four years. For example, if Biology I is taken in the freshman year Biology must be taken in the sophomore, junior, and senior years.

## OUTLINE OF COURSES OF STUDY—Continued

COURSE D (History and Eco-nomics)	Hours	COURSE E (Mathematics and Physics)	Hours	COURSE F (Science)	Hours
FRESHMAN		FRESHMAN		FRESHMAN	
English I	3	English I	3	English I	3
History I	3	History I	3	History I	3
Mathematics I or }	3	Mathematics I	3	Mathematics I	3
Latin I or }	3	French I or }	3	French I or }	3
French I or }	3	German I or }	3	German I or }	3
German I or }	3	Biology I or }	3	Biology I or }	3
Biology I or }	3	Chemistry I or }	3	Chemistry I or }	3
Chemistry I or }	3	Hygiene I	1	Hygiene I	1
Hygiene I	1				
SOPHOMORE		SOPHOMORE		SOPHOMORE	
English II	3	English II	3	English II	3
History II	3	Mathematics III	3	French II or }	3
French II or }	3	Physics I or II	3	German II or }	3
German II or }	3	French II or }	3	Biology IV or II or	3
Any Language	3	German II or }	3	Chemistry II and III	3
Elective	3	Elective	3	A Second Science Elective	3
JUNIOR		JUNIOR		JUNIOR	
Philosophy I and II	3	Philosophy I and II	3	Philosophy I and II	3
History or }	3	Mathematics or }	3	Biology or }	3
Economics or }	3	Physics	3	Chemistry	3
Any Language	3	Any Language	3	A Second Science	3
Elective	6	Elective	6	Elective	6
SENIOR		SENIOR		SENIOR	
Philosophy III and IV	3	Philosophy III and IV	3	Philosophy III and IV	3
History or }	3	Physics or }	3	Biology or }	3
Economics or }	3	Mathematics or }	3	Chemistry	3
Any Language	3	Any Language	3	A Second Science	3
Elective	6	Elective	6	Elective	6

The Roman numerals refer to courses as numbered in the description of college courses as given on pages 43-69.

In junior and senior years where no Roman numeral is given the student may take courses marked junior elective in the junior year and courses marked senior elective in the senior year.

In course F the first science required must be the same throughout the four years. For example, if Biology I is taken in the freshman year Biology must be taken in the sophomore, junior, and senior years.

## COLLEGIATE COURSES

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### PHILOSOPHY

PRESIDENT BENEDICT

I. PSYCHOLOGY. This course aims to give the student a grasp of mental facts, the power to analyze them, and an idea of their classification. It presents the science of psychology as a basis for the further study of philosophy. Angell's *Psychology* is used as a text, and collateral reading is carried on throughout the course in the works of James, Ladd, Sully, Külpe, Stout, Murray, and others.

*Three hours a week. One semester. Required for junior work in all courses.*

II. ETHICS. This course aims to give the student a grasp of ethical problems and to lead to a solution of them by a critical study of historical ethical theories. Dewey & Tufts' *Ethics* is used as a text, and reading is required from the works of Martineau, Sidgwick, and others.

*Three hours a week. One semester. Required for junior work in all courses.*

III. HISTORY OF ANCIENT AND MEDIEVAL PHILOSOPHY. This course aims to trace the movements of philosophic thought, beginning with the Greeks and going through the period of the Middle Ages.

*Three hours a week. One semester. Required for senior work in all courses.*

**IV. HISTORY OF MODERN PHILOSOPHY.** This course is a continuation of Course III, which is a prerequisite.

*Three hours a week. One semester. Required for senior work in all courses.*

## **ENGLISH**

**PROFESSOR JONES**

**I. COMPOSITION AND LITERATURE.** In this course instruction is given in the theory and practice of English composition and in the history of English literature, along with assigned reading of prose and poetry illustrating its development. A text-book of English literature is used, frequent themes are assigned, and individual conferences are held.

*Three hours a week throughout the year.*

*Required of all freshmen.*

**II. (a) ENGLISH LITERATURE OF THE EIGHTEENTH CENTURY, WITH SPECIAL REFERENCE TO THE CLASSICAL AND EARLY ROMANTIC SCHOOLS.** Lectures; required reading; written reports.

*Three hours a week. First semester.*

**(b) ENGLISH LITERATURE OF THE NINETEENTH CENTURY, WITH SPECIAL REFERENCE TO THE ROMANTIC POETS.** Lectures; required reading; written reports.

*Three hours a week. Second semester.*

*Both (a) and (b) are required of all sophomores.*

**III. (a) THE ELIZABETHAN DRAMA, WITH SPECIAL REFERENCE TO SHAKESPEARE.** Lectures; required reading; written reports on assigned subjects.

(b) NON - DRAMATIC LITERATURE FROM SPENSER TO MILTON, INCLUSIVE. Lectures; written reports and reviews.

*Three hours a week. Second semester. Junior elective.*

IV. (a) ENGLISH LITERATURE FROM THE BEGINNING TO THE NORMAN CONQUEST. The work of this course includes the study of a text-book on Early English Literature, and the translation of selections from Bright's *Anglo-Saxon Reader* and *Beowulf*.

*Three hours a week. First semester. Senior elective.*

(b) ENGLISH LITERATURE FROM THE NORMAN CONQUEST TO 1400, WITH SPECIAL EMPHASIS ON THE WORK OF CHAUCER. Reading of selected texts; written reports.

*Three hours a week. Second Semester. Senior elective.*

V. ADVANCED COMPOSITION. The work includes considerable practice in composition, chiefly of the narrative and descriptive types, and a brief survey of the history and principles of English versification.

*Three hours a week throughout the year.*

*Open to juniors and seniors who are taking Course A and have had English I or its equivalent.*

VI. (a) THE ENGLISH NOVEL. The class will become acquainted, by means of lectures and extensive reading, with the development of the novel in England from Richardson to Stevenson.

*Three hours a week. First Semester.*

(b) AMERICAN LITERATURE. Literary history of America in outline; critical study of selected authors.

*Three hours a week. Second semester.*

*Open to juniors and seniors who are taking Course A and have had English I or its equivalent. Given in 1914-15.*

## BIBLICAL HISTORY AND LITERATURE

PROFESSOR ROLLINS.

### I. THE HISTORY AND LITERATURE OF THE HEBREWS FROM THE EARLIEST TIMES TO THE AGE OF THE MACCABEES.

The aim of this course is to give the student a knowledge of the various books and types of literature in the Old Testament. The history of the Hebrews, including their relations with foreign nations, is studied as a background of their literature, and the individual books are read in chronological order, with special reference to the message of each, and to the development of thought in the Old Testament.

*Three hours a week. First semester. Junior and senior elective.*

### II. AN INTRODUCTION TO THE LITERATURE OF THE NEW TESTAMENT.

A study of the contents, structure, and general character and aim of the various books of the New Testament.

Courses I and II are given alternately with Courses III and IV.

*Three hours a week. Second semester. Junior and Senior elective.*

### III. THE LIFE AND TEACHINGS OF CHRIST.

A study of the life and teachings of Christ in the light of their historical backgrounds.

*Three hours a week. First semester. Junior and senior elective.*

### IV. HISTORY OF RELIGIONS.

A study of some of the great religions of the world and a comparison of each with Christianity.

Courses III and IV are given alternately with Courses I and II.

*Three hours a week. Second semester. Junior and Senior elective.*

## FRENCH

PROFESSOR WORTHINGTON

I. General course introductory to the more advanced courses in literature. In connection with a review of syntax and composition such selections from modern authors as the following are read: Hugo, *Hernani*; Rostand, *Cyrano de Bergerac* and *la Princesse lointaine*; Sandeau, *Mademoiselle de la Seiglière*; Pailleron, *le Monde où l'on s'ennuie*; Richépin, *le Flibustier*; Hugo, *les Travailleurs de la mer*; Balzac, *le Père Goriot*; Loti, *Ramuntcho*; Bazin, *les Oberlé*; Lamartine, *Méditations poétiques*;

Sainte-Beuve, *Sept causeries du lundi*; Michelet, *Histoire de France*. For reference, Doumic, *Histoire de la littérature française*.

*Three hours a week. One year. Required in the freshman year of all who have offered French as a second language for entrance. Required in the junior year in Courses B of all who have offered French as a third language for entrance. Junior or senior elective in Courses A, C, D, E, F.*

II. Literature of the Seventeenth Century. During the first semester the drama is studied and some fifteen representative plays from Corneille, Rotrou, Racine, and Molière are read. During the second semester the history of seventeenth-century literature is studied, and selections are read from Descartes, Pascal, La Rochefoucauld, Bossuet, La Bruyère Madame de Sévigné, La Fontaine, Boileau, and Fénelon. Lanson, *Histoire de la littérature française*.

*Three hours a week. One year. Required in the sophomore year of all who have offered French as a second language for entrance. Senior elective in Courses A, C, D, E, F,*

III. Literature of the Eighteenth Century. The work in this course comprises a study of the history of eighteenth-century literature, and the reading of the following: Plays by Voltaire, Regnard, Lesage, Marivaux, and Beaumarchais; novels by Lesage, Marivaux, Prévost, Rousseau, and Bernardin de Saint-Pierre; selections from Massillon, Voltaire, Montesquieu, Buffon, Diderot, and Rousseau. Lanson, *Histoire de la littérature française*.

. Three hours a week. One year. Junior elective.

IV. Literature of the Nineteenth Century. During the first semester the novel is studied, and works of the following authors are read: Chateaubriand, Madame de Staël, Hugo, Sand, Dumas, Balzac, Stendhal, Mérimée, Zola, Maupassant, Daudet, and Loti. In the second semester the literary movements of the century are taken up, special emphasis being laid in successive years on one of the following genres: drama, poetry, and criticism.

Three hours a week. One year. Senior elective.

V. Aldrich and Foster's *French Reader*; *le Voyage de M. Perrichon*; *la Mare au diable*; *Graziella*; *Contes de Daudet*.

Fraser and Squair's *French Grammar*.

Dictation, memorizing passages.

Three hours a week. One year. Sophomore or junior elective in Courses A, C, D, E, F.

VI. Augier's *le Gendre de M. Poirier*; Michelet's *Prise de la Bastille*; Canfield's *French Lyrics*; Coppée's *le Luthier de Crémone*, and *le Trésor*; Mérimée's *Colomba*; Hugo's *les Misérables* and *Hernani*.

Fraser and Squair's *French Grammar*.

François' Advanced French Prose Composition,

Composition, résumés, dictation, memorizing passages in prose and poetry.

Three hours a week. One year. Required in the sophomore year in Course B of all who have offered

*French as the third language for entrance. Sophomore, junior, and senior elective in Courses A, C, D, E, F.*

VII. Introduction to the Literature of the Middle Ages and to that of the Renaissance.

*Three hours a week. One year. Senior elective.*

### **GERMAN**

MISS WARD

I. The aim of this course is two-fold: to give students facility in reading German classics and to develop in them an appreciation of German literature.

Reading: Lessing's *Nathan der Weise*; Schiller's *Wallenstein*; Goethe's *Meisterwerke*; selections from Heine; Bernhardt's *Deutsche Litteraturgeschichte*; Jagemann's Prose Composition and Syntax.

*Three hours a week. One year. Required in the freshman year of all who have offered German as a second language for entrance. Required in the junior year in Course B of all who have offered German as a third language for entrance. Junior and senior elective in Courses A, C, D, E, F.*

II. Study of German Literature continued, with especial attention to the literature of the Middle Ages.

Klee's *Grundzüge der Deutschen Literaturgeschichte*; Wenckebach's *Meisterwerke des Mittelalters*. Study of Klopstock, selections from the *Messias* and the *Odes*; Lessing's *Laokoon*. Selections from Herder. Goethe's *Faust*. Original composition.

*Three hours a week. One year. Required in the sophomore year of all who have offered German as a second language for entrance. Senior elective in Courses A, C, D, E, F.*

### III. LITERATURE OF THE EIGHTEENTH AND NINETEENTH CENTURIES.

A study of the chief currents in German literature of modern times, with special emphasis upon prose writers.

*Three hours a week. One year. Junior elective.*

V. Joynes-Meissner's German Grammar; Wenckebach's *Glück Auf*; Mosher's *Willkommen in Deutschland*; Heyse's *L'Arrabbiata*; Four German Comedies (Manly and Allen).

*Three hours a week. One year. Sophomore or junior elective in Courses A, C, D, E, F.*

VI. Lessing's *Minna von Barnhelm*; Goethe's *Hermann und Dorothea*; Schiller's *Wilhelm Tell* and *Die Glocke*; Gerstäcker's *Irrfahrten*; Freytag's *Karl der Grosse*; Scheffel's *Ekkehard*; Pope's German Composition.

*Three hours a week. One year. Required in the sophomore year in Course B of all who have offered German as a third language for entrance. Sophomore, junior and senior elective in Courses A, C, D, E, F.*

## ANCIENT LANGUAGES

MISS FRASER.

### LATIN

I. Livy, Books 21-22 (abridged edition); *Rome and Carthage*, R. B. Smith; Horace, selections from *Odes* and *Epodes*; Latin writing.

*Three hours a week. One year. Required in freshman year of Courses A, B, and C.*

II. Mackail's Latin Literature. Selections from Ovid, Tibullus, Propertius, Catullus. Horace, *Satires* and *Epistles*.

*Three hours a week. One year. Required in sophomore Courses B and C.*

III. Plautus's *Captivi*; Terence's *Phormio*; Lucretius's *De Rerum Natura*; Mackail's History of Latin Literature.

*Three hours a week. One year. Given alternately with Course IV. Given in 1912-13.*

IV. Pliny's Letters; Juvenal; Martial; Tacitus's *Annals*; Capes's Early Empire.

*Three hours a week. One year. Given alternately with Course III. Given in 1913-14. III or IV is required in junior year of Course C. Both are junior and senior electives.*

\*V. Sight Translation; Sallust's Jugurthine War; Cicero's *De Amicitia*.

*Three hours a week. One semester. Junior and senior electives.*

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\*Not given this year.

## VI. Latin Composition.

*One hour a week. One year. Junior and senior elective.*

## VII. Roman Antiquities.

*Three hours a week. One year. Sophomore, junior and senior elective.*

# HISTORY AND ECONOMICS

MISS SPARROW.

## I. GENERAL EUROPEAN HISTORY.

This course includes the general movements of European history from the fall of Rome to the present day. It covers, in the first semester, the development of the chief institutions of the Middle Ages, such as feudalism, the church, the mediæval empire; and is followed in the second semester by a study of the Renaissance, the Reformation, the religious and political wars, and the development of democracy.

*Three hours a week. One year. Required in the freshman year of all courses.*

## II. HISTORY OF THE RENAISSANCE.

This course contains, first, the political history of Europe during the fourteenth, fifteenth, and sixteenth centuries, with the quickened life of the people as it manifested itself in art, letters, science and discovery. Second, it covers the Reformation and the Reaction.

Lectures dealing with special phases of the Renaissance of literature, of art, of music, of science, and of conscience, will be given in this course by members of the faculty of other departments.

This course presupposes Course I.

*Three hours a week. One year.*

### III. ENGLISH POLITICAL HISTORY.

This course contains a general view of English History, with special reference, first, to the development of the Constitution; second, to the growth of the British Empire.

*Three hours a week. One year. Junior and senior elective.*

This course alternates with Course IV.

### IV. UNITED STATES HISTORY.

*Three hours a week. One year. Junior and senior elective.*

This course alternates with Course III.

### V. ECONOMICS.

#### (a) ELEMENTS OF ECONOMICS.

This course deals with general economic theory, and aims to give some training in economic reasoning.

*Three hours a week. First semester.*

#### (b) ECONOMIC INSTITUTIONS.

The organization of modern industry is studied, with special reference to money, credit, labor unions, tariff, corporations, and trusts.

*Three hours a week. Second semester. Junior and senior elective.*

Given in 1911-12, and in alternate years thereafter.

## MATHEMATICS

MISS PATTESON.

MISS MORENUS.

- I. (a) SOLID AND SPHERICAL GEOMETRY.  
(b) ALGEBRA AND PLANE TRIGONOMETRY.

*Three hours a week through the year. Required in freshman work of Courses D, E, and F.*

NOTE—Those who have completed in preparatory schools a course in Solid and Spherical Geometry may, with permission of the head of the department, substitute II for I (a). Those who have also completed a course in Plane Trigonometry may take III instead of I (a) and (b). College credit for either I (a) or I (b) is given only on examination.

- II. ALGEBRA, including permutations and combinations, graphical representation of complex numbers; solution of equations by Horner's method and determinants.

*Three hours a week for first semester.*

Open to all who have fulfilled the entrance requirements in algebra.

- III. PLANE ANALYTICAL GEOMETRY, with an introduction to Solid Analytical Geometry.

*Three hours a week through the year.*

Open to those who have taken Course I.

**IV. DIFFERENTIAL AND INTEGRAL CALCULUS.**

*Three hours a week through the year.*

Open to those who have taken Course III.

**V. PROJECTIVE GEOMETRY.**

*Three hours a week through the year.*

Open to those who have taken Course III.

**CHEMISTRY**

MISS GUION

MISS CHANEY

**I. DESCRIPTIVE INORGANIC CHEMISTRY.**

This course deals with the preparation, properties, and relationships of the more important elements and inorganic compounds. Reference is made on all occasions to applications of chemistry to practical problems, especially those of a domestic nature as applied in Courses I and II of the department of Domestic Science.

The historical and descriptive sides of the subject are presented through lectures and lecture experiments, which are supplemented by the study of some standard text-book. The laboratory work is intimately connected with the lecture course.

The aim of the course is twofold: first, to train the student to be keenly observant, to independently reason out the explanation of the phenomena which she sees and to be deft in manipulation; and secondly, to furnish accurate knowledge of the underlying prin-

ciples of chemistry as an indispensable precedent to its rational application to any problem.

*Lectures three hours a week. Laboratory work, four hours a week. One year.*

#### \*II. QUALITATIVE ANALYSIS.

In this course the student learns for herself the characteristic reactions of the elements, and their compounds with different reagents. Her knowledge is then tested by practical application to the analyses of unknown substances.

*Prerequisite, Course I.*

*Lectures, three hours a week. Laboratory, six hours a week. First semester.*

#### \*III. QUANTITATIVE ANALYSIS.

Quantitative analysis includes simple experiments in both volumetric and gravimetric determinations and the study of the reactions involved therein.

*Prerequisites, Courses I and II.*

*Lectures, three hours a week. Laboratory work, six hours a week. Second semester.*

#### IV. ORGANIC CHEMISTRY.

This course is a study of carbon and its compounds, with special reference to their practical uses.

*Lectures, three hours a week. Laboratory work, six hours a week. One year.*

*Prerequisites, Courses I, II and III, or VI.*

*Junior and senior elective.*

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\*Not given in 1912-1913.

## V. HISTORICAL AND THEORETICAL CHEMISTRY.

*Prerequisites, Courses I, II and III, or VI.*

*Lectures, three hours a week. One year.*

*Junior and senior elective.*

## \*VI. ADVANCED INORGANIC CHEMISTRY.

This course is planned for those students who have met the college entrance requirements in general chemistry. After reviewing the fundamental theories of the science, the chemistry of the metals will be studied.

*Lectures, three hours a week. Laboratory work, four hours a week. One year.*

## BIOLOGY

MISS HOWLAND

### I. GENERAL BIOLOGY.

The aims of this course are to give the student a comprehensive view of the general principles and fundamental facts of Biology, and to train her to keen observation, accurate investigation, and independent judgment.

Lectures and text-books present questions of biologic importance, such as ecology, evolution, and heredity, and also deal with the general characters and relationships of the various forms studied.

Common forms from both plant and animal kingdoms are chosen for study in laboratory and field, as a basis for the clear understanding of the elementary

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\*Not given in 1912-1913.

principles of morphology, physiology, histology and embryology.

*Lectures, three hours a week. Laboratory, library and field work, six hours. One year.*

## II. BIOLOGICAL METHODS.

*Prerequisite, Biology I.*

This course is designed for those desiring advanced work in biology, and for prospective teachers of biology. It deals with the most important methods of collection, culture, preservation and preparation of material needed for courses in biology in secondary schools. Some training in presentation of class subjects will be included.

*Laboratory course, two hours a week. One semester.*

## III. HISTORICAL BIOLOGY.

*Prerequisite, Biology I.*

This course presents a brief survey of the growth of scientific thought and development of biologic sciences from the Greek Epoch down to modern times.

*Lecture and library course, three hours a week. One semester.*

# ZOOLOGY

## I. INVERTEBRATE ZOOLOGY.

*Prerequisite, Biology I, except by special arrangement.*

In this course a comparative study of the main

phyla is made, approached by means of laboratory work upon selected representatives. The lectures comprise a survey of the various phyla, and are supplemented by the study of some standard text.

*Lectures, three hours a week. Laboratory and field work, six hours. One year. Elective.*

Zoölogy I and Botany I are given in alternate years.

## II. ANIMAL HISTOLOGY.

*Prerequisites, Biology I and Zoölogy I, or Botany I.*

This course deals with the microscopic study of animal tissues, and is especially designed for prospective medical students. Some practice in the histological preparation of tissues is obtained.

*Laboratory, eight hours. Lecture, one hour. One semester.*

## III. EMBRYOLOGY.

*Prerequisite, Zoölogy II or IV.*

This course will begin with a brief study of the embryological development of several invertebrate types, as well as the frog, chick and rabbit.

# BOTANY

## I. GENERAL BOTANY.

*Biology I is a prerequisite except by special arrangement.*

This course deals more especially with cryptogams. The laboratory work consists of a study of selected representatives of the main groups. The lectures

present a comparative study of their morphology, reproduction and evolution.

*Lectures, three hours a week. Laboratory work, six hours. One year. Elective.*

Zoölogy I and Botany I are given in alternate years.

## II. PLANT ECOLOGY.

*Prerequisites, Biology I and Botany I.*

This course will present the relationships of plant groups, and the various factors which influence their distribution.

*Lecture and library course, three hours a week. One semester.*

## PHYSIOLOGY AND HYGIENE

PROFESSOR HARLEY.

### I. HYGIENE.

The human mechanism and personal hygiene. *First semester.*

House and municipal sanitation and the prevention of transmissible diseases. *Second Semester.*

*One hour a week. One year.*

*Required in freshman work of all courses.*

### II. ADVANCED PHYSIOLOGY.

This course includes a study of advanced physiology and lectures on practical nursing.

*Two hours of class work and two hours of laboratory work. One semester. Junior and senior elective.*

## COURSES IN DOMESTIC SCIENCE\*

MISS PETTIT

MISS CHANEY

### I. FOOD.

This course comprises the study of food principles, the buying, preparation, and serving of food, and the planning of menus.

*Three periods a week, lectures.*

*Four periods a week, laboratory. Open only to students who have completed Chemistry I, or its equivalent.*

### II. THE CHEMISTRY OF FOODS AND PHYSIOLOGY OF NUTRITION.

This course includes: first, a review of the chemical properties and reactions of the important classes of food-stuffs as chemical individuals; second, a study of digestive juices and their action on foods; third, the absorption of food stuffs; fourth, the function of each class of foods in nutrition; fifth, the effect of heat on foods; sixth, the study of balanced diets in terms of chemical units and of common food-stuffs; seventh, the selection and preparation of foods.

The laboratory work is intimately connected with the lecture work.

*Prerequisites, entrance credit in Physics, Chemistry I, IV, Biology I.*

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\*As announced in the catalogue for 1911-12, beginning September 1913 all courses in Domestic Science except those designed for students taking work of collegiate grade, will be discontinued.

*Three hours a week, lectures. Six hours a week,  
laboratory work. One year.*

*Junior and senior elective.*

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## MUSIC

MISS YOUNG

MISS GARDNER.

MISS HULL

MISS CRAWFORD

MISS HUTTER

MISS ROBERTSON

MISS BROCKWAY

### THEORETICAL AND HISTORICAL COURSES

#### I. ELEMENTS OF MUSIC

This course includes notation, rhythm, scales, intervals, simple part writing, elementary form. Ear training and keyboard exercises.

*One hour a week. One year.*

*Does not count towards the A. B. degree.*

#### II. HARMONY.

Chords, harmonizing of melodies, dissonances, cadences, modulation.

*Three hours a week. One semester. Open to all who have completed Course I, or who have taken an equivalent amount of preparatory work. Will count toward the A. B. degree as junior and senior elective, when accompanied by such practical work as is prescribed by the Director.*

#### III. ADVANCED HARMONY.

Sequences, non-harmonic tones, organ point, altered and broken chords, modulation.

*Three hours a week. One semester. Open only to those who have completed Course II. Will count toward the A. B. degree as junior and senior elective, when accompanied by such practical work as is prescribed by the Director.*

**IV.** This course extends from the beginning of the study of notation through the formation and connection of chords, harmonization of melodies, use of non-harmonic tones, and modulation. It aims to give a thorough familiarity with tonalities and part writing.

*Three hours a week. One year.*

*Sophomore, junior and senior elective. Open to special students of college grade.*

#### **\*V. COUNTERPOINT.**

*Three hours a week. One semester. Open to all who have completed the course in Harmony. Will count toward the A. B. degree, when accompanied by such practical work as is prescribed by the Director.*

#### **\*VI. ANALYSIS AND FREE COMPOSITION IN SMALL FORMS.**

*Three hours a week. One semester. Open to all who have completed Course IV. Will count toward the A. B. degree, when accompanied by such practical work as is prescribed by the Director.*

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*\*Not given in 1912-1913.*

## . VII. HISTORY OF MUSIC.

Music of the ancients, the Greek modes, early church music, the polyphonic schools, rise of homophony, transition to modern tonality, and general history to the period of the great masters.

*Three hours a week. One semester.*

*Junior and senior elective. Open to special students of college grade.*

## VIII. HISTORY OF MUSIC.

Study of the classic, romantic and modern schools of composition, history of instruments and the lives of the great composers with practical illustrations from their works.

*Three hours a week. One semester. Open to all who have completed Course VII. Junior and senior elective. Open to special students of college grade.*

Technical musical preparation is not essential to students wishing to enter Courses VII and VIII.

## MUSICAL APPRECIATION.

This course, which is open to all students and requires no previous musical knowledge, aims to give a general comprehension of music such as will enable the hearer to listen intelligently. It includes an explanation of thematic development; ear training in harmonic perception; description of the principal musical forms, of present-day instruments and the orchestra; a general view of folk and church music,

song, oratorio and opera, illustrated by works of representative composers.

*One hour a week. One year. Does not count towards the A. B. degree.*

The department is also prepared to offer courses in double counterpoint, canon, fugue, score reading, and the study of orchestral works.

## PRACTICAL COURSES

These courses do not count toward the A. B. degree except in conjunction with theoretical Courses II, III, IV, V, and VI.

### PIANOFORTE.

Systematic training is given in thoroughly modern methods of technique and tone production, studies and instructive works suitable to the requirements of the individual pupil being used. Though the importance of technical proficiency is fully recognized, the main object of this course is to bring the student into sympathetic contact with the best music and to impart a broad and educative knowledge of the best literature for the pianoforte.

### VOICE CULTURE.

The course in solo singing will include control of the breath, correct placement and building of the voice, enunciation, a graded course of vocalises, songs by classic and modern writers, and arias.

## **CHORAL SINGING.**

Two courses in chorus work are offered:

- (a) For students who have had no previous training.
- (b) Glee Club work, for students able to read at sight and having suitable voices.

## **VIOLIN.**

The course in violin consists of systematic grading of technical work, largely based upon the Sevcik principle of teaching; it embraces standard solos and ensemble work of classic and modern schools.

Students who play orchestral instruments will have the advantage of membership in the Sweet Briar orchestra.

Recitals are given by the faculty and students of the music department; also by visiting artists of repute.

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## **ART**

MISS MC LAWS.

## **HISTORIC COURSES**

### **I. ANCIENT AND MEDIEVAL ART.**

This course seeks through various forms of art expression to give an understanding of the ideals, activities, and results of the lives of peoples in the evolution of civilization.

It studies the Egyptian, Assyrian, Greek, Roman, Early Christian, Byzantine, Romanesque, and Gothic types.

*Three hours a week. First semester. Sophomore or junior elective.*

## II. RENAISSANCE AND MODERN ART.

This course aims to give an understanding of the meaning and effect of the Renaissance on modern life.

It includes a study of renaissance art in western Europe, and its progress toward the modern art of Italy, France, the Netherlands, Spain, and the United States.

*Three hours a week. Second semester. Sophomore or junior elective.*

## III. THE HISTORY OF PAINTING.

A study of the technique, subjects, compositions and historical relations of painting from the Early Christian period and its progress in Italy, Germany, the Netherlands, France, Spain, Great Britain and America.

*Three hours a week throughout the year. Junior and senior elective.*

*Open to those who have completed courses I and II.*

## PRACTICAL COURSES

### IV. ELEMENTARY DRAWING AND COLOR COURSE.

Drawing and sketching in pencil, charcoal and color from nature, life, cast and still life.

This course aims to see and represent things pictorially for form, line, color and composition. Qualified students may work in oil.

## V. DESIGN AND APPLIED COURSE.

The theory of harmony in color, form and material is developed by a logical sequence of problems dealing with pictorial composition, design and applications to block-printing, stenciling, clay and other mediums of expression.

## VI. INTERIOR DECORATION,

- (a) THE THEORY OF HARMONY IN COLOR.
- (b) FURNISHINGS AND FINISHINGS.
- (c) ORNAMENTS AND DECORATIVE MATERIAL.

This section of the course deals with the finishing of interior woodwork of one's home, the choice and treatment of walls, the selection and placing of furniture and rugs, the choice and arrangement of pictures, with their frames, all bric-a-brac and other material connected with house furnishing.

## VII. Jewelry and simple flat metal course.

## LECTURES AND CONCERTS

Lectures and Concerts for the year 1912-13 are as follows:

## **LECTURES**

President Henry N. Snyder. Subject: "Some Noble Women of Shakspere."

John Cowper Powys. Subject: "The Study of Poetry."

Dr. Hugh Black. Subject: "The Art of Happiness."

Dr. Carl E. Grammer. Subject: "Some Ideals for Sweet Briar."

Dr. Robert G. Moulton. Subject: "The Alcestis of Euripides."

Dr. Robert G. Moulton. Subject: "The Book of Job."

Professor Charles Zueblin. Two lectures.

Mr. Seumas MacManus. Subject: "A Merry Ramble Through Ireland."

Professor Bliss Perry. Commencement Address.

## **CONCERTS**

The Kronold Concert Company.

The Schubert String Quartette.

Henry Holden Huss and Mme. Hildegarde Hoffman Huss.

Madam Yolando Merö.

Mrs. Mitchell Humphreys.

## **GENERAL INFORMATION**

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### **EXPENSES FOR THE YEAR**

Checks should be made payable to Sweet Briar Institute.

Charges made to all students, whatever course is taken.

Board, room, laundry .....	\$300.00
Tuition .....	150.00
Lecture and church dues .....	10.00
Infirmary fee .....	10.00

#### **Extra charges**

For single room or share in suite of rooms .....	50.00
Laboratory fee for each course in chemistry, physics, biology, or domestic science .....	10.00
Diploma .....	5.00
Art .....	75.00
Music, piano, tuition from Director .....	125.00
"    "    "    " Instructor .....	90.00
"    use of piano for practice .....	15.00
"    vocal .....	90.00
"    use of piano for vocal practice .....	10.00
"    violin .....	90.00
"    use of room for violin practice .....	5.00

*Of the above charges the sum of two hundred and fifty-five dollars is payable at entrance. One-half of the extra charges for the year is also due at entrance when such extra charges are incurred. The remainder is due February first, at which time a bill will be rendered.*

Ten dollars must be paid upon applying for

entrance. This will be credited on the student's account for the first half year, and will be forfeited by the student unless notice of withdrawal is given before August fifteenth of the year for which the application is made.

The charge stated above covering laundry allows eighteen pieces weekly. Laundry beyond this amount is charged for at regular rates.

The charge stated above for infirmary fee includes all attention from the physician, medicines and dressings, and two weeks in the infirmary where extra nursing is not required. In case of serious or contagious illness where a special nurse is required, the cost of the nurse and the nurse's board is charged to the student. In case a student is in the infirmary for a total length of time exceeding two weeks, even though any one visit is less than two weeks, the extra time will be charged for at the rate of \$1.50 a day.

There is an extra charge of twenty-five cents each for meals sent to rooms.

Guests who take meals or remain over night at the college are charged for.

Board at the rate of two dollars a day or ten dollars a week is charged for students and all other persons who remain at the college during the Christmas or spring recess.

Books and stationery are obtained from the Students' Book Shop. Bills for these must be settled directly with this shop, and not through the college. Students must deposit \$15.00 for the first semester

and \$5.00 for the second to cover the cost of books only. The balance will be returned in June. *No books will be ordered for those who have not made this deposit.* Checks should be made payable to the Students' Book Shop.

### DEDUCTIONS

No deduction will be made from sums paid for tuition except tuition in music.

No deduction of any kind will be made unless the absence of the student, or delay in arriving, is for reasons meeting the approval of the President of the college. In cases of students withdrawing at Christmas, no deductions will be made unless special arrangement has been made when the students are entered.

Where a student enters more than one month after the beginning of a semester, or is withdrawn more than one month before the end of a semester, a deduction at the rate of thirty dollars per month will be made from the charge for board, and at the rate of eight dollars per month from the charge for tuition in music, either vocal or instrumental.

A deduction from the charge for tuition in music will also be made when for reasons satisfactory to the President a student takes music for a time less than one semester. In no case, however, will the amount of this deduction be more than one half the charge for the semester.

## EQUIPMENT BUILDING

The college buildings proper were designed by Cram, Goodhue and Ferguson, a leading firm of Boston architects. Plans were made for a group of sixteen buildings, connected by arcades, of a uniform style of architecture. The buildings are all to be of red brick with white trimmings. There will be two quadrangles, one residential, consisting of eight dormitories, a refectory, a chapel, and a gymnasium, and one academic, containing the academic building proper, the art building, the library, the science hall, and the industrial building. Of the plant, four buildings, the academic building, two dormitories and the refectory, were erected before the opening of the college. A third dormitory was erected in 1908, a fourth in 1910, and a fifth in 1912.

By the bequest of the founder, the college owns the old homestead, Sweet Briar House, a spacious building which is furnished entirely with the handsome old furniture which belonged to Mrs. Williams. The building contains beautiful parlors, guest rooms, and the offices of the administrative officers.

In addition to these buildings there are four houses for the residence of the teachers, a steam laundry, a cold-storage house and creamery, and a power house.

The buildings are heated by steam and lighted by electricity.

## **DORMITORIES**

The dormitories are furnished comfortably and attractively, and have every modern convenience. Most of the rooms are arranged so that two girls occupy one room. There are some suites, where two girls have three rooms; and there are some single rooms. Each dormitory has its reception rooms for social gatherings.

## **ACADEMIC BUILDING**

The academic building contains large well-lighted classrooms, an art studio and laboratories for chemistry, physics, biology, and domestic science. These laboratories are supplied with everything necessary for the courses in science offered in the curriculum.

## **LIBRARY**

A large room in the academic building is used as a library and reading room. The reference books necessary for the work of the curriculum are in the library, and the leading periodicals and several of the leading newspapers are regularly kept on file.

## **ASSEMBLY HALL**

As a temporary assembly hall until the chapel provided for in the plans can be built, the college uses a large hall in one of the dormitories. This hall will seat four hundred persons.

## **GYMNASIUM**

As in the case of the assembly hall, a temporary gymnasium is provided in one of the dormitories.

## CAMPUS

The college campus, consisting of about three thousand acres, gives every opportunity for out-of-door life and exercise. There is a lake where students enjoy boating and swimming in fall and spring, and skating in winter. There is an athletic field containing a hockey field, basket-ball courts and tennis courts. Riding, driving, and cross-country walking are particularly enjoyable because of the beauty of the campus and surrounding Blue Ridge Mountain country.

## FARM

Part of the campus is given up to the farm and dairy which supply the college with fruits, vegetables, milk and cream.

## HEALTH

A physician who has had the best training and wide experience resides on the campus and has charge of the health of the students. All students are required to take physical examinations upon entering the college and the exercise is prescribed by the physician.

Owing to the possibility of much out-door life, the exceptionally fine climate, and the excellent water supply, students keep uniformly well, and many students who could not take college courses in places more confining, or of more rigorous climate, can work here and steadily improve in health.

## **RELIGIOUS LIFE**

While not sectarian, the college emphasizes the principles of Christianity and tries to have them exemplified in its life. Daily devotional exercises are held every morning at eight o'clock. Church services are held every Sunday both morning and evening. Attendance is required at the daily and Sunday services.

Classes are organized for Bible study. Three-hour courses are offered as elective work counting toward the A. B. degree. One-hour courses, open to all students, are offered as follows:

- (1) Outline studies of selected books of the Old Testament, *one year*.
- (2) Studies in the four Gospels, *one semester*.
- (3) Outline studies of selected books of the New Testament, *one semester*.

A branch of the Young Women's Christian Association conducts weekly meetings, and is engaged in practical work.

The religious work is in charge of the resident Chaplain, who devotes all his time to the work at the college, and who is able to come into close personal touch with the students.

## **GOVERNMENT**

The discipline of the college, as well as its other phases, aims to be educative, and students are led to be self-directing as far as possible. To this end as

much freedom from rules is given as is consistent with the regular life of the school.

A Student Government Association has been organized which controls order and promptness in all places not directly under the control of a member of the Faculty, by laws of its own making which have been approved by the Faculty.

All trips away from the college, whether to Lynchburg or elsewhere, and the reception of guests, are subject to the permission of the President and her requirements regarding chaperonage.

#### **REGULATIONS REGARDING RETURN AFTER HOLIDAYS**

In case any student will not be at Sweet Briar by the time specified for registration, she is required to notify the President before the close of the vacation, either by letter or telegram, explaining her absence. She is not to return to Sweet Briar until she has received permission to do so from the Faculty.

In cases where there is no reasonable excuse, the Faculty may decide that a student will not be permitted to return to Sweet Briar for the remainder of the half-year.

In other cases, after considering excuses, the Faculty may allow students to return within a shorter time.

In cases of severe illness, or other serious occurrence, students will be permitted to return as soon as possible.

## MISCELLANEOUS

The Sweet Briar omnibus runs between the college buildings and the station, but meets regularly only certain trains. Persons expecting to arrive or depart should send word to the Business Manager.

The college may be reached by long distance telephone from Lynchburg.

All articles sent by freight or express should be prepaid.

Each student supplies her own soap and towels and an extra blanket or quilt.

All garments sent to the laundry must be marked with Cash's woven names. Laundry books containing laundry regulations and lists may be purchased at the college.

## STUDENTS

Buffington, Eugenia Moore .....Evanston, Illinois.  
Franke, Elizabeth Charlotte .....Anchorage, Kentucky.  
Grammer, Elizabeth Maude .....Philadelphia, Pa.  
Horner, Eva .....Asheville, N. C.  
Houser, Ruth Louise .....Wabash, Indiana.  
Lamfrom, Helen .....North Baltimore, Ohio.  
Pinkerton, Mary Broughton .....Norfolk, Virginia.  
Ribble, Margaretha Antoinette ....Wytheville, Virginia  
Richardson, Bernice Louise .....Leominster, Mass.  
Richardson, Frances McPherson ...Charleston, W. Va.  
Slaughter, Susan Reid .....Norfolk, Virginia.  
Thach, Stella Mayo .....Birmingham Alabama.  
Tyler, Mary .....Hagerstown, Maryland.  
White, Rebecca Benedict .....Walton, New York.

Green, Elizabeth Temple .....Charles Town, W. Va.  
Hayes, Ellen Van Valzah .....Bellefonte, Pa.  
Patton, Rebekah Everett .....Catlettsburg, Kentucky.  
Swain, Alice Greenleaf .....East Orange, N. J.  
Washburn, Henrietta Mumford ....Philadelphia, Pa.

Brooke, Margaret .....Sandy Spring, Md.  
Driver, Erna .....New York City.  
Evans, Harriet McNair .....Amherst, Virginia.  
Feder, Rosalia Belle .....Cleveland, Ohio.  
Grant, H. Margaret .....Oberlin, Ohio.  
McCary, Helen .....Birmingham, Ala.  
Maurice, Ruth .....New York City.  
Munroe, Abbie Budd .....Quincey, Florida.  
Pennypacker, Frances Wheatley ...Phoenixville, Pa.  
Portmann, Laura .....Canton, Ohio.  
Schutte, Anna Margaret .....Lancaster, Pa.

Taylor, Mary Fuqua .....	Tyler, Texas.
Weisiger, Louise Page .....	Richmond, Virginia.
Anderson, Grace Lydia .....	Cleveland, Ohio.
Banister, Margaret Sandford .....	Lynchburg, Virginia.
Burleson, Lucy Kyle .....	Austin, Texas.
Camp, Antoinette Gay .....	Franklin, Virginia.
Core, Ruth Kathleen .....	Columbus Grove, Texas.
Eckart, Margaret Waller .....	Oak Park, Ill.
Ereck, Clare Anna .....	Philadelphia, Pa.
Harrison, Harriet .....	Duluth, Minn.
Hodge, Kathleen .....	Paris, Ill.
Hornor, Mary Cornelia .....	Helena, Ark.
Howison, Ellen Moore .....	Staunton, Virginia.
Johns, Mary Lillias .....	Charleston, Mo.
Johnson, Margaret Norton .....	Warrensburg, Mo.
Johnson, Marjorie Payne .....	West Chester, Pa.
Lydecker, Dorothy .....	Englewood, N. J.
McConnell, Dorys Hall .....	Suffern, New York.
MacFarland, Estella Gregg .....	Rome, New York.
Martin, Grace Louise .....	Greenville, Pa.
Minor, Grace .....	Independence, Mo.
Atterson, Ruth Mary-Lyon .....	Schenectady, New York.
Atton, Sarah Felicia .....	Catlettsburg, Kentucky.
Connypacker, Mary Griffin .....	Phoenixville, Pa.
Range, Norma Bodenstein .....	Sheboygan, Wis.
Higg, Edna Winette .....	Wilkinsburg, Pa.
oach, Ethel Marguerite Stover ...	Pittsford, New York.
ussell, Constance Mary .....	New Britain, Conn.
auters, Lois Elizabeth .....	Lakewood, Ohio.
cockdale, Jean F. ....	Swarthmore, Pa.
out, Rebecca .....	Montgomery, Ala.
ibbitts, Marion .....	Akron, Ohio.
hite, Annie Mell .....	Walton, New York.

Anderson, Elizabeth Shirley .....	Lynchburg, Virginia.
Archibald, Marie Margaret .....	Carrollton, Mo.
Babcock, Helen Ruth .....	Jefferson, Ohio.
Bacharach, Marion .....	Milwaukee, Wisconsin.
Baker, Elizabeth Howard .....	Tarboro, N. C.
Baker, Helen May .....	Norfolk, Virginia.
Balsley, Louise M. ....	Reidsville, N. C.
Barber, Mabel .....	Canton, Ohio.
Barbour, Florence Hayes .....	Maysville, Kentucky
Battey, Alice Lowther .....	Savannah, Georgia.
Baxter, Margaret Carolyn .....	Lima, Ohio.
Bayly, Eva .....	Los Angeles, California.
Beacom, Mary Elizabeth .....	Greensburg, Pa.
Beahm, Louise Swartz .....	Port Carbon, Pa.
Bell, Anne Kinney .....	Staunton, Virginia.
Bennett, Louise .....	Indianapolis, Indiana.
Beye, Helen Julia .....	Oak Park, Ill.
Bingham, Kathleen Lucan .....	Pisgah Forest, N. C.
Bissell, Mary Elwell .....	Cleveland, Ohio.
Bomann, Ruth Marian .....	Plainfield, N. J.
Booth, Mathilde .....	Houston, Texas.
Booth, Moselle .....	Houston, Texas.
Brown, Ann Zalinda .....	Camden, Ark.
Brown, Margaret Lorene .....	Kansas City, Mo.
Bryan, Meta Holt .....	Jacksonville, Florida.
Buckley, Will Elliott .....	Houston, Texas.
Burleson, Adele Sidney .....	Austin, Texas.
Busey, Hester McClanahan .....	Lynchburg, Virginia.

Cadwell, Susan B. ....	Jefferson, Ohio.
Caldwell, Margaret .....	Oak Park, Ill.
Camp, Bertie .....	Brownwood, Texas.
Carroll, Grace .....	Beaumont, Texas.

Chittenden, Helen Irmgarde .....	Ripon, Wis.
Clark, Esther .....	Salem, Ohio.
Cloud, Margaret Elizabeth .....	Hamlet, North Carolina.
Cobb, Mildred P. ....	Norfolk, Virginia.
Cohen, Dorothea Barbara .....	Kansas City, Mo.
Cole, Olive Katherine .....	Canton, Ohio.
Connell, Virginia Edwards .....	Charleston, W. Va.
Cooke, Elizabeth Marsden .....	Orange, N. J.
Corry, Alice Hoyt .....	Quincy, Florida.
Cotton, Virginia .....	Charleston, W. Va.
Cox, Marjorie .....	Melrose, Mass.
Crawford, Helen Louise .....	Topeka, Kansas.
Dabney, Eugenia Anne .....	Houston, Texas.
Dake, Anna Mildred .....	Claremont, Cal.
Darden, Jessie Marie .....	Suffolk, Virginia.
Darden, Martha .....	Suffolk, Virginia.
Davis, Mackie Anderson .....	Nashville, Tenn.
Davis, Margaret .....	Wilmington, Delaware.
Deutsch, Sylvia Edythe .....	Cleveland, Ohio.
Exter, Grace Leake .....	Dallas, Texas.
Fleck, Alice Mae .....	Oak Park, Ill.
Hechmann, Hildegard Adele .....	New York City.
Hight, Edith .....	Duluth, Minn.
Ishman, Dorothy Madison .....	Henderson, Kentucky.
Ixon, Jessie Dale .....	Savannah, Georgia.
Oherty, Kathleen Adeline .....	Kingsville, Texas.
Prew, Marguerite Hodson .....	Jacksonville, Florida.
Reke, Helen Risdon .....	Charlottesville, Virginia.
Shane, Marjorie .....	Saint Paul, Minn.
Whitton, Elva Madeline .....	Indianapolis, Indiana.
Wernest, Mamie Ray .....	Austin, Texas.
Wmendorf, Erna Nora .....	San Antonio, Texas.

England, Mildred	Whittier, Cal.
Eubank, Helen	Birmingham, Ala.
Ewing, Esther	New Orleans, La.
Farthing, Carrie Belle	Houston, Texas.
Fearrington, Faith	Winston-Salem, N. C.
Finney, Dorothy Evelyn	Fort Worth, Texas.
Forbush, Rachel Byard	Oak Park, Ill.
Fordtran, Mary Pauline	San Antonio, Texas.
Foster, Annie Todd	Portsmouth, Virginia.
Foster, Lillian Barbara	Evanston, Ill.
Foster, May	Ridgewood, N. J.
Freear, Anne Marguerite	Wichita Falls, Texas.
Fuller, Lilian Day	Saint Louis, Mo.
Fulton, Tot	Wise, Virginia.
Garrett, Annie O.	Houston, Texas.
Gayle, Lucy Orr	Covington, Kentucky.
Gholson, Alice Christine	Hopkinsville, Kentucky.
Gibson, Elise Sill	Parkersburg, W. Va.
Grammer, Dorothy	Philadelphia, Pa.
Grammer, Mary Page	Philadelphia, Pa.
Graves, Geraldine Stanford	Cuero, Texas.
Guenther, Amanda Ilsa	San Antonio, Texas.
Guggenheimer, Daisy Isabel	Lynchburg, Virginia.
Gunther, Leona Emma	Sheboygan, Wis.
Gwathmey, Mary Potter Langhorne	Norfolk, Virginia.
Gwathmey, Mary Tayloe	Nashville, Tenn.
Hafner, Eugenia	Oak Park, Ill.
Hale, Mildred Bailey	New Haven, Conn.
Hanckel, Florence Lake	Indianapolis, Indiana.
Hart, Alice Stanley	New Britain, Conn.
Hempstead, Adelaide	Evanston, Ill.

Hempstone, Ida Lee .....Leesburg, Virginia  
Henderson, Jane .....Bellevue, Virginia.  
Herd, Mary Alethea .....Fort Worth, Texas.  
Hertz, Mabel E. .....Hazleton, Pa.  
Heurtley, Katharine .....Oak Park, Ill.  
Hiltebrant, Mildred B. .....Kingston, New York.  
Hines, Martha Stanton .....Kinston, N. C.  
Hobbs, Helen Coke .....Norfolk, Virginia.  
Holmes, Louise Wormer .....Detroit, Michigan.  
Howell, Ruth Elizabeth .....New Bern, N. C.  
Hudson, Elizabeth Mary .....Carrollton, Mo.  
Humphries, Ferol Kathleen .....Atlanta, Georgia.

Jackson, Ruth S. .....Unionville, Mo.  
Johnson, Antoinette Lewis .....Orange, N. J.  
Johnson, Josephine Katharine .....Gadsden, Ala.  
Johnston, Jessie K. .....Tyrone, Pa.  
Jones, Dorris .....Suffolk, Virginia.  
Jones, Lena Frisby .....Shreveport, La.  
Jones, Margaret Lucile .....Los Angeles, Cal.

Kell, Bess Scott .....Wichita Falls, Texas.  
King, Ella Tucker .....Jacksonville, Florida.  
Kingsbury, Eleanor Jessup .....Montclair N. J.  
Kinsolving, Elizabeth Vitula .....Mount Sterling, Ky.  
Klein, Cecile Penrose .....Cleveland, Ohio.  
Knapp, Grace Edwina .....Westminster, Md.  
Kunkle, Katharine .....Greensburg, Pa.  
Kunkle, Margaret .....Greensburg, Pa.

amar, Nellie .....North Augusta, S. C.  
antz, Lucy Lenore .....Los Angeles, Cal.  
assiter, Lelia Hamilton .....Petersburg, Virginia.  
eachman, Constance Carroll .....Charlottesville, Virginia.

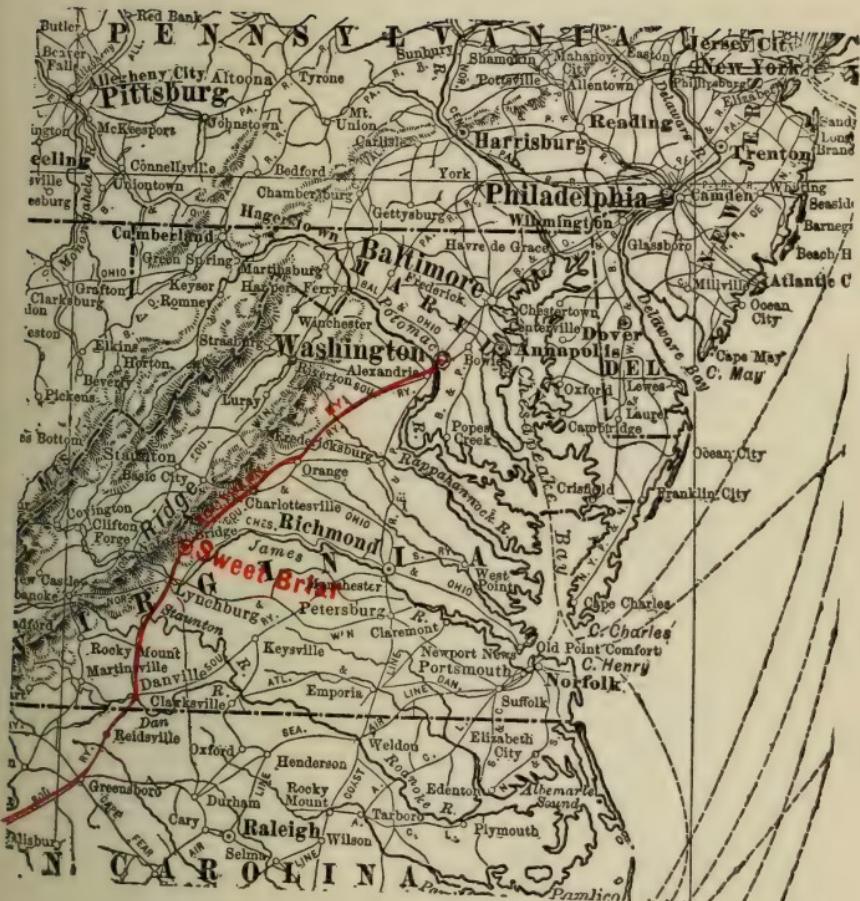
Lemon, Avazo	Roanoke, Virginia.
Lewis, Claudia Williams	Durham, N. C.
Lewis, Margaret	Lewiston, Idaho.
Lindsay, Delia Dale	Savannah, Georgia.
Lloyd, Elise Randolph	Durham, N. C.
Lloyd, Virginia	Philadelphia, Pa.
Logan, Kathleen Martha	Paris, Ill.
Logan, Mary T.	Amarillo, Texas.
McCane, Marie Antoinette	Houston, Texas.
Martin, Marianne Read	Norfolk, Virginia.
Mason, Janet	Durham, N. C.
Massie, Martha Manson	Lynchburg, Virginia.
Means, Ethel Bonner	Houston, Texas.
Milholland, Irene	Indianapolis, Indiana.
Mills, Lucille	Topeka, Kansas.
Mitchell, Frances Clayton	Columbia, Mo.
Montgomery, Mildred Ellen	Elizabethtown, Ky.
Moore, Eleanor Huntington	Dayton, Ohio.
Moseley, Alice Bliss	Evanston, Ill.
Munce, Nancy Turnbull	Charleston, W. Va.
Neal, Laura Talbot	Parkersburg, W. Va.
Neville, Maria Frances Giles	Meridian, Miss.
Newald, Gertrude Wirth	Milwaukee, Wis.
Osborne, Mary Stoney	Savannah, Georgia.
Palmer, Elsie Adelaide	Twin Branch, W. Va.
Parks, Alice Muse	Atlanta, Georgia.
Patrick, Margaret Ayars	West Chester, Pa.
Pennock, Helen Katherine	Minerva, Ohio.
Pfister, Bertha S.	Amherst, Virginia.
Phillips, Louise	New York City.

Pickett, Catherine Montgomery ....Oak Park, Ill.

Rawson, Helen Wood .....Milwaukee, Wis.  
Reynolds, Ruth Gale .....Cynthiana, Ky.  
Rhyne, Mary Elizabeth .....Mount Holly, N. C.  
Richards, Isabelle Jane .....Houlton, Maine.  
Roberts Esther Hurlbut.....Oak Park, Ill.  
Robertson, Virginia Langley .....Danville, Virginia.  
Rucker, Jessie .....Paris, Texas.

Sandmeyer, Ida Virginia .....Columbus, Texas.  
Sauer, Margaret .....Milwaukee, Wis.  
Saul, Gladys Florence .....Savannah, Georgia.  
Schabacker, Ruth .....Erie, Pa.  
Schreier, Barbara Lynda .....Sheboygan, Wis.  
Schummers, Gladys Elizabeth .....Fairport, New York.  
Sellar, Georgena Susannah .....Paris, Ill.  
Shenehon, Clare Mary Constance ...Minneapolis, Minn.  
Sinkler, Marguerite Allen .....Charleston, S. C.  
Ipe, Enid .....Harrisonburg, Virginia.  
Kinner, Dorothy .....Los Angeles, Cal.  
Smith, Ermon Lee .....Fort Worth, Texas.  
Mythe, Sadie Lois .....Greenville, Miss.  
Palding, Marjorie Mae .....Champaign, Illinois.  
Tale, Margaret Carr .....Hagerstown, Md.  
Parling, Clarissa May .....Sanford, Florida.  
Neves, Edna Margaret .....San Antonio, Texas.  
Orey, Christie May .....Houston, Texas.  
Orey, Hildegarde .....Houston, Texas.  
Court, Katrina .....Corsicana, Texas  
Rachan, Marguerite Kirk .....Detroit, Michigan.  
Urgis, Helen Moore .....Indianapolis, Indiana.  
Lit, Lucy Spottiswoode .....Norfolk, Virginia.

Taliaferro, Lucy Nelson .....	Richmond, Virginia.
Taylor, Maude Farrar .....	Houston, Texas.
Thomas, Emma Ora .....	Bramwell, W. Va.
Thompson, Elizabeth Warren .....	Raleigh, N. C.
Thompson, Kathryn Elizabeth .....	Evanston, Ill.
Thornton, Currier .....	Nashville, Tenn.
Thornton, Mildred .....	Nashville, Tenn.
Thorpe, Helene .....	Detroit, Mich.
Tomlinson, Bland .....	Birmingham, Ala.
Trigg, Anne Mae .....	Bastrop, Texas.
Ward, Fannie Belle .....	Detroit, Texas.
Watson, Sarah Lucretia .....	Houston, Texas.
Watson, Nancy Green .....	Danville, Virginia.
Watson, Sallie Read .....	New Orleans, La.
Webb, Celia .....	Mobile, Ala.
West, Mary Ethel .....	Mobile, Ala.
Wheless, Bessie .....	Savannah, Georgia.
White, Olivia J. .....	Lynchburg, Virginia.
Whitehead, Mary Louise .....	Amherst, Virginia.
Wilkinson, Annie Sullivan .....	Jackson, Miss.
Williams, Amy .....	Fairmont, W. Va.
Wilson, Grace March .....	Belton, Mo.
Wilson, Sarah E. .....	Fergusson's Wharf, Va.
Wilson, Susan Ella .....	Belton, Mo.
Withers, Katharine Page .....	Roanoke, Virginia.
Wood, Ella Margaret .....	Oak Park, Ill.
Wortham, Clara Root .....	Topeka, Kansas.



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# Sweet Briar College

SWEET BRIAR, VIRGINIA



1913-1914



LIBRARY  
UNIVERSITY OF ILLINOIS  
U.S.A. JULY 1914

# The Eighth Year Book

OF

# Sweet Briar College

SWEET BRIAR, VIRGINIA



1913-1914

“This bequest, devise and foundation are made in fulfillment of my own desire, and of the especial request of my late husband, James Henry Williams, solemnly conveyed to me by his last will and testament, for the establishment of a perpetual memorial of our deceased daughter, Daisy Williams.”—*From the will of Mrs. Indiana Fletcher Williams, founder of Sweet Briar Institute.*

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# CALENDAR-1913

SEPTEMBER						
S	M	T	W	T	F	S
8	9	10	11	12	13	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	... ... ...	... ... ...	... ... ...	... ... ...

OCTOBER						
S	M	T	W	T	F	S
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	...

NOVEMBER						
S	M	T	W	T	F	S
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	... ... ...	... ... ...	... ... ...	... ... ...	... ... ...	... ... ...

DECEMBER						
S	M	T	W	T	F	S
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	... ... ...	... ... ...	... ... ...

**1914**

JANUARY						
S	M	T	W	T	F	S
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

APRIL						
S	M	T	W	T	F	S
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	...

MAY						
S	M	T	W	T	F	S
24	25	26	27	28	29	30
31	... ... ...	... ... ...	... ... ...	... ... ...	... ... ...	... ... ...

JUNE						
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JULY						
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AUGUST						
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SEPTEMBER						
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OCTOBER						
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NOVEMBER						
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DECEMBER						
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22	23	24	25	26	27	28

SEPTEMBER						
S	M	T	W	T	F	S





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## **COLLEGE CALENDAR**

**1914.**

January 27th to 31st—Mid-year examinations.

February 3d—Opening of second semester.

March 13th to 23d—Spring recess.

June 2d—Fifth annual commencement.

September 22d and 23d—Opening of ninth college year.

November 20th—Founder's Day.

November 26th—Thanksgiving holiday.

December 18th to January 5th, 1915—Christmas recess.

**1915.**

January 25th to 30th—Mid-year examinations.

February 1st—Opening of second semester.

March 12th to 22d—Spring recess.

June 1st—Sixth annual commencement.

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## FACULTY COMMITTEES

*Executive Committee*—Miss Benedict, Miss Fraser, Dr. Harley, Miss Howland, Dr. Jones, Mr. Lewis, Miss McLaws, Miss Patteson, Miss Sparrow, Miss Stevenson, Mr. Worthington, Miss Young.

*Committee on Lectures and Entertainments*—Mr. Worthington, Dr. Jones, Miss Sparrow, Miss Young.

*Committee on the Library*—Miss Bartlett, Miss Fraser, Miss McLaws.

*Committee on Student Publications*—Dr. Jones, Miss Powell, Miss Sparrow.

*Committee on Athletics*—Dr. Harley, Miss Gascoigne, Mr. Worthington.

*Committee on Dramatics*—Miss Ward, Miss Stevenson.

*Committee on Student Organizations*—Miss Benedict, Miss Chaney, Miss Crawford, Miss Estill, Miss Gascoigne, Miss Howland, Miss Hutter, Miss McFarland, Miss McLaws, Miss Morenus, Miss Overly, Miss Powell, Miss Stevenson, Miss Ward.

## **LOCATION**

The college is located in the Piedmont section of Virginia, twelve miles north of Lynchburg, and one hundred and fifty miles south of Washington (see map, page 88).

## **HISTORY AND PURPOSE**

The college was founded by Mrs. Indiana Fletcher Williams, who died in November, 1900, leaving the bulk of her estate, consisting of over eight thousand acres of land and over a half million dollars, in trust, to the Right Reverend A. M. Randolph, Bishop of Southern Virginia, the Reverend T. M. Carson of Lynchburg, Virginia, Stephen R. Harding of Amherst County, Virginia, and the Reverend Arthur P. Gray of Amherst, Virginia. She directed these Trustees to procure the incorporation in the State of Virginia of a corporation to be called "Sweet Briar Institute," and to turn over to it all property left them in trust. She provided that this corporation should be controlled by a Board of seven Directors, the first members of which should be appointed by the Trustees. The Directors were to have power to fill vacancies in their number.

The intention of the founder with regard to the kind of institution which should be established is expressed in the following extract from her will: "The said corporation shall with suitable dispatch establish

and shall maintain and carry on upon the said plantation a school or seminary to be known as the "Sweet Briar Institute" for the education of white girls and young women. It shall be the general scope and object of the school to impart to its students such an education in sound learning, and such physical, moral, and religious training as shall in the judgment of the Directors best fit them to be useful members of society."

The college was chartered in February, 1901, according to the conditions of the will, with a self-perpetuating Board of Directors, consisting of the following members: The Right Reverend A. M. Randolph, the Reverend T. M. Carson, the Reverend Arthur P. Gray, Stephen R. Harding, the Reverend Carl E. Grammer, Dr. J. M. McBryde, Judge Legh R. Watts.

Though the founder was an Episcopalian and named Episcopilians as trustees, she made no conditions as to the denominational character of the college; and the Directors decided that it should be non-denominational.

The policy of the college was formulated by the Board of Directors in the following paper: "Untrammeled by state or denominational control, or by testamentary direction of a will, and, therefore, relieved of the necessity of bidding for popular favor through the employment of adventitious or temporary expedients, it is the declared wish and purpose of its Board of Directors to give such shape and scope to Sweet Briar Institute as will make it a worthy monu-

ment to the liberality of its founder and the first among establishments for female education in the State and in the South. Believing that it would be unwise for the new institution to enter upon fields of educational activity already fully occupied, or to come into unnecessary competition with existing seminaries of learning, it is our desire to have it take possession of a territory hitherto overlooked and neglected. In the North the demand for collegiate instruction for women, fully equal in character to that offered the men by such institutions as Harvard, Princeton, Columbia and Yale, has resulted in the foundation of Vassar, Wellesley, Smith and Bryn Mawr. In the West and South the demand for better equipment of women for the practical vocations of life has led to the establishment of several excellent normal and industrial schools exclusively for girls. But nowhere, to our knowledge, has the attempt been made harmoniously to combine in one institution the best features of these two classes of schools. Holding that such combination is neither impossible nor impracticable, but rather that industrial training can be made, if only a safe equilibrium be provided for, to supplant, strengthen and enrich the intellectual, it is our resolve that the Sweet Briar Institute shall attempt this new line of educational effort. Standing for a policy and work distinctly and peculiarly its own, it will offer to the young women of the South carefully formulated courses of study, leading to degrees, of high grade and proper adaptation to the needs and capabilities of the female mind—some

literary and some scientific—and along with them thoroughly practical training in certain artistic and industrial branches of knowledge—the two lines of work so arranged and coördinated that the choice of any one of the four years' courses will carry with it the election of a given number of the practical branches. These courses, of necessity few in number at first, will be added to as the growth and development of the institution may call for them, and experience dictate their character and scope. The specification and formulation of these courses must await the future action of the Board, when it can have the assistance of the President and Faculty to be elected later on.”

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## ADMISSION AND COURSES

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### GENERAL

Students will be admitted as (1) college students, (2) sub-freshmen, (3) special students. For admission of college students, see pages 17-34. For admission of sub-freshmen, see page 16. To be admitted as a special, a student must be able to meet the requirements for entrance to the freshman class.

The courses for college students are those leading to the degree of A. B. These courses are described on pages 43-69.

Sub-freshmen are required to take such courses as they need to complete the work required for college

entrance. This includes both Latin and Mathematics where students have not finished the requirements in these subjects.

Special students may elect such work as they may wish to take, subject to the consent of the heads of the departments in which they wish to work, and to the general requirement regarding amount of work, *viz.*, that all students shall take not less than four and not more than six subjects, and that three of them must be other than music or art.

All students are required to take not less than four and not more than six subjects, and three of these must be other than music or art. Students who are not strong enough to carry the regular amount of work will not be admitted.

### **ADMISSION TO ADVANCED STANDING**

When advanced standing is asked for, request for it must be submitted to the executive committee through the heads of the departments in which this standing is asked. Full credits will not be given until after the completion of the first semester's work. No student will be allowed to graduate with less than one year of residence work.

### **DEGREES**

The A. B. degree is the only degree given at present.

### **CERTIFICATES**

The college will accept, instead of examinations, certificates from schools doing standard college pre-

paratory work, whose pupils are admitted on certificate to other colleges of the first rank. Application for admission on certificate should be made to the President, and should be accompanied by a full statement of the college preparatory course offered by the school, and the amount of work done by the student who wishes to enter.

## REGISTRATION

Students wishing to be enrolled should send (1) an application for admission, giving information regarding schools previously attended with names and addresses of principals; (2) a statement made and signed by the principal of the school last attended showing the subjects studied and amount of work covered in each subject; (3) a registration fee of ten dollars. In cases where students are not introduced through students or friends of the college, names of references are required.

Blanks for (1) and (2) will be forwarded on application to the President.

Rooms are not reserved until the above conditions are complied with.

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## REQUIREMENTS FOR ADMISSION

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### ADMISSION TO THE SUB-FRESHMAN CLASS

Applicants for admission to the sub-freshman class must offer work amounting to six units.\* These

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\*A unit means a year's work, of five recitations a week.

units must be selected from those specified below for entrance to the freshman class. The prescribed unit in history, however, will not be accepted unless it covers the work of the third or fourth year of the high school, and the elective unit in history must have been taken not earlier than the second year of the high school.

## ADMISSION TO THE FRESHMAN CLASS

Applicants for admission to the freshman class must be at least sixteen years of age and must offer work amounting to fifteen units as follows:

### I. PRESCRIBED.

English, three units;  
History, one unit;  
Mathematics, three units;  
Latin, four units;  
Second language, two units.  
French or  
German.

### II. ELECTIVE.

The remaining two units may be chosen in accordance with any of the three following plans. Notice that one unit of French or German is not accepted. If French or German is offered, not less than two units must be offered. Where a third year of either language is offered, the one unit will be accepted.

#### *Plan 1*

French or } (third year work) —one unit.  
German }

History or  
Chemistry or  
Physics or  
Botany }—one unit.

*Plan 2*

German or  
French }—two units.

*Plan 3*

History or  
Chemistry or  
Physics or  
Botany }—two units.  
(only one unit of one subject.)

Candidates will not be admitted to the freshman class if conditioned in more than two subjects.

In detail the requirements are:

**ENGLISH (3 Units)**

No candidate will be accepted in English whose work is notably deficient in point of spelling, punctuation, grammar, or division into paragraphs.

**REQUIREMENT FOR 1914.**

(a) **READING AND PRACTICE.**—A certain number of books will be recommended for reading, ten of which, as prescribed below, are to be offered for examination. The form of the examination will usually be the writing of a paragraph or two on each of several topics, to be chosen by the candidate from a considerable number—perhaps ten or fifteen—given in the examination paper. The treatment of these topics is designed to test the candidate's power

of clear and accurate expression, and will call for only a general knowledge of the substance of the books. In every case knowledge of the book will be regarded as less important than the ability to write good English. In place of a part or the whole of this test, the candidate may present an exercise book, properly certified by her instructor, containing compositions or other written work done in connection with the reading of the books. In preparation for this part of the requirement, it is important that the candidate shall have been instructed in the fundamental principles of rhetoric.

The books for reading are arranged in the following groups, from which at least ten units (each unit is set off by semicolons) are to be selected, two from each group:

I. The *Old Testament*, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; the *Odyssey*, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; the *Iliad*, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Virgil's *Aeneid*. The *Odyssey*, *Iliad*, and *Aeneid* should be read in English translations of recognized literary excellence.

For any unit of this group a unit from any other group may be substituted.

II. Shakespeare's *The Merchant of Venice*; *Midsummer Night's Dream*; *As You Like It*; *Twelfth Night*; *Henry the Fifth*; *Julius Cæsar*.

III. Defoe's *Robinson Crusoe*, Part I; Goldsmith's *Vicar of Wakefield*; either Scott's *Ivanhoe*, or Scott's *Quentin Durward*; Hawthorne's *The House of the Seven Gables*; either Dickens' *David Copperfield*, or Dickens' *Tale of Two Cities*; Thackeray's *Henry Esmond*; Mrs. Gaskell's *Cranford*; George Eliot's *Silas Marner*; Stevenson's *Treasure Island*.

IV. Bunyan's *Pilgrim's Progress*, Part I; *The Sir Roger de Coverley Papers* in the *Spectator*; Franklin's *Autobiography* (condensed); Irving's *Sketch Book*; Macaulay's *Essays on Lord Clive and Warren Hastings*; Thackeray's *English Humourists*; Selections from Lincoln, including at least the two *Inaugurals*, the *Speeches in Independence Hall and at Gettysburg*, the *Last Public Address*, and *Letter to Horace Greeley*, along with a brief memoir or estimate; Parkman's *Oregon Trail*; either Thoreau's *Walden*, or Huxley's *Autobiography* and selections from *Lay Sermons*, including the addresses on *Improving Natural Knowledge*, *A Liberal Education*, and *A Piece of Chalk*; Stevenson's *Inland Voyage* and *Travels with a Donkey*.

V. Palgrave's *Golden Treasury* (First Series), Books II and III, with especial attention to Dryden, Collins, Gray, Cowper, and Burns; Gray's *Elegy in a Country Churchyard* and Goldsmith's *The Deserted Village*; Coleridge's *The Ancient Mariner* and Lowell's *The Vision of Sir Launfal*; Scott's *The Lady of the Lake*; Byron's *Childe Harold*, Canto IV, and *The Prisoner of Chillon*; Palgrave's *Golden Treasury* (First Series), Book IV, with especial attention to Wordsworth, Keats, and Shelley; Poe's *The Raven*,

Longfellow's *The Courtship of Miles Standish* and Whittier's *Snow-Bound*; Macaulay's *Lays of Ancient Rome*, and Arnold's *Sohrab and Rustum*; Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; Browning's *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*.

(b) STUDY AND PRACTICE.—This part of the examination presupposes the thorough study of each of the works named below. The examination covers subject-matter, form, and structure. In addition, the candidate may be required to answer questions involving the essentials of English grammar, and questions on the leading facts in those periods of English literary history to which the prescribed works belong.

In connection with the reading and study of the required books, parallel or subsidiary reading should be encouraged, and a considerable amount of English poetry should be committed to memory. The essentials of English grammar should not be neglected in preparatory study.

The books prescribed for this part of the examination are as follows:

Shakespeare's *Macbeth*; Milton's *L'Allegro*, *Il Penseroso*, and *Comus*; either Burke's *Speech on Conciliation with America*, or both Washington's *Farewell Address* and Webster's *First Bunker Hill*

*Oration*; either Macaulay's *Life of Johnson*, or Carlyle's *Essay on Burns*.

The English requirements for 1915-19 are somewhat different from the above, and will be published in the Sweet Briar catalogue for 1914-15. They may be found in Document No. 62 of the College Entrance Examination Board. The above requirements for 1914 will be accepted for 1915 by Sweet Briar College.

## HISTORY (1 or 2 Units)

### PRESCRIBED POINT.

For the prescribed point in history, the student must present one of the following subjects:

(a) Ancient history, with special reference to Greek and Roman history. A short introductory study of the most ancient nations is desirable, as well as a brief sketch of the main events in the Middle Ages, from the fall of Rome to the death of Charlemagne.

(b) English history, with reference to the social as well as the political development.

(c) American history and elementary civil government.

Each of the foregoing topics is intended to represent one full year's course with five recitations a week, or two years with three hours a week.

The student is expected to be able to handle any of the standard preparatory text-books, such as Andrew's *History of England*, or West's *Ancient History*; to have acquired a sufficient historical vocabulary to enable her to read the more advanced works

intelligently, and to have had some little training in the writing of abstracts. The student is expected, also, to have had some practice in the drawing of maps, and may be called on in examination to show her knowledge of geography either by her own drawings, or by the location of places on an outline map.

Students entering on certificate are expected to have taken the course in history, not earlier than the third or fourth year of high school work.

Ancient history is recommended as affording the best preparation for the freshman course.

#### ELECTIVE POINT.

A candidate may offer any one of these three subjects as a second point in history (see page 22), provided that one of the points be ancient history, and that both points be taken in the last three years of the preparatory work.

### MATHEMATICS (3 Units)

(a) ALGEBRA.—(1) To Quadratics: The four fundamental operations for rational algebraic expressions; factoring, determination of highest common factor and lowest common multiple by factoring; fractions, including complex fractions; ratio and proportion; linear equations, both numerical and literal, containing one or more unknown quantities; problems depending on linear equations; radicals, including the extraction of the square root of polynomials and of numbers; exponents, including fractional and negative.

(2) Quadratics and Beyond: Quadratic equations,

both numerical and literal; simple cases of equations with one or more unknown quantities that can be solved by the methods of linear or quadratic equations; problems depending on quadratic equations; the binomial theorem for positive integral exponents; the formulas for the  $n$ th term and the sum of the terms of arithmetical and geometrical progression, with applications.

It is assumed that pupils will be required throughout the course to solve numerous problems which involve putting questions into equations. Some of these problems should be chosen from mensuration, from physics, and from commercial life. The use of graphical methods and illustrations, particularly in connection with the solution of equations, is also expected.

(b) PLANE GEOMETRY.—The usual theorems and construction of good text-books, including the general properties of plane rectilinear figures; the circle and the measurements of angles; similar polygons; areas; regular polygons and the measurement of the circle; the solution of numerous original exercises, including loci problems; application to the mensuration of lines and plane surfaces.

### LATIN (4 Units)

For the present either the new requirements or the old may be offered. The new requirements are preferred.

#### NEW REQUIREMENTS.

The Latin reading must be not less in amount

than Cæsar, *Gallic War*, I-IV; Cicero, *Archias*, the *Manilian Law*, the orations against Catiline; Virgil, *Æneid*, I-VI. The amount of reading specified above should be selected from the following authors and works. Cæsar (*Gallic War* and *Civil War*) and Nepos (*Lives*); Cicero (orations, letters, and *De Senectute*) and Sallust (*Catiline* and *Jugurthine War*); Virgil (*Bucolics*, *Georgics*, and *Æneid*) and Ovid (*Metamorphoses*, *Fasti*, and *Tristia*).

The following prescribed reading must be offered by all candidates: Cicero, orations for the Manilian Law and for Archias, and Virgil, *Æneid*, I, II, and either IV or VI, at the option of the candidate.

In grammar and composition it is expected that the student have thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read, with ability to use this knowledge in writing Latin prose.

It is especially urged that throughout the entire period of preparation, emphasis be given to sight reading and to regular work in prose composition.

#### OLD REQUIREMENTS.

**LATIN GRAMMAR.**—The inflections; the simpler rules for composition and derivation of words, syntax of cases and the verbs; structure of sentences in general, with particular regard to relative and conditional sentences, indirect discourse, and the subjunctive.

**LATIN COMPOSITION.**—Translation into Latin of

detached sentences, and very easy continuous prose based upon Cæsar and Cicero.

CÆSAR.—Any four books of the *Gallic War*, preferably the first four.

CICERO.—Any six orations from the following list, but preferably the first six mentioned: The four orations against Catiline, Archias, the Manilian Law, Marcellus, Roseius, Milo, Sestius, Ligarius, the fourteenth Philippic.

VIRGIL.—The first six books of the *Aeneid*, and so much prosody as relates to accent, versification in general, and dactylic hexameter.

ADVANCED PROSE COMPOSITION, consisting of continuous prose of moderate difficulty based on Cicero.

SIGHT TRANSLATION OF PROSE of no greater difficulty than the easier portions of Cicero's orations.

### GREEK (3 Units)

GREEK GRAMMAR AND COMPOSITION.—The topics are similar to those detailed under Latin Grammar and Composition. The examination in grammar and prose composition will be based on the first two books of Xenophon's *Anabasis*.

XENOPHON.—The first four books of the *Anabasis*.

HOMER.—The first three books of the *Iliad* (omitting II, 494 to end), and the Homeric constructions, forms and prosody.

ADVANCED PROSE COMPOSITION, consisting of continuous prose based on Xenophon and other Attic prose of similar difficulty.

SIGHT TRANSLATION OF PROSE of no greater difficulty than Xenophon's *Anabasis*.

## FRENCH (2 or 3 Units)

- The requirements follow the recommendations of the Modern Language Association embodied in Document No. 62 of the College Entrance Examination Board.

### 2-UNIT REQUIREMENT.

At the end of the elementary course the pupil should be able to pronounce French accurately, to read at sight easy French prose, to put into French simple English sentences taken from the language of every-day life or based upon a portion of the French text read, and to answer questions on the rudiments of the grammar as defined below.

During the first year the work should comprise :

1. Careful drill in pronunciation.
2. The rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions; the order of words in the sentence, and the elementary rules of syntax.
3. Abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression.
4. The reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read

(the teacher giving the English), and in reproducing from memory sentences previously read.

#### 5. Writing French from dictation.

Suitable texts for the first year are: A well graded reader for beginners; Bruno, *le Tour de la France*; Compayré *Yvan Gall*; Laboulaye, *Contes bleus*; Malot, *Sans famille*.

During the second year the work should comprise:

1. The reading of from 200 to 400 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches.

2. Constant practice, as in the previous year, in translating into French easy variations upon the texts read.

3. Frequent abstracts, sometimes oral and sometimes written, of portions of the texts already read.

#### 4. Writing French from dictation.

5. Continued drill upon the rudiments of grammar, with constant application in the construction of sentences.

6. Mastery of the forms and use of pronouns, pronominal adjectives, of all but the rare irregular verb forms, and of the simpler uses of the conditional and subjunctive.

Suitable texts for the second year are: Daudet, *le Petit Chose*; Erckmann-Chatrian, stories; Halévy, *l'Abbé Constantin*; Labiche et Martin, *le Voyage de M. Perrichon*; Lavisson, *Histoire de France*.

### **3-UNIT REQUIREMENT.**

At the end of the intermediate course the pupil should be able to read at sight ordinary French prose or simple poetry, to translate into French a connected passage of English based on the text read, and to answer questions involving a more thorough knowledge of syntax than is expected in the elementary course.

The work should comprise the reading of from 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form; constant practice in giving French paraphrases, abstracts or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation.

Suitable texts for the third year are: Bazin, *les Oberlé*; Dumas, novels; Mérimée, *Colomba*; Sandeau, *Mlle. de la Seiglière*; Tocqueville, *Voyage en Amérique*.

### **GERMAN (2 or 3 Units)**

The requirements follow the recommendations of the Modern Language Association embodied in Document No. 62 of the College Entrance Examination Board.

### **2-UNIT REQUIREMENT.**

At the end of the elementary course in German, the pupil should be able to read at sight, and to translate, if called upon, by way of proving ability to read, a

passage of very easy dialogue or narrative prose, help being given upon unusual words and constructions, to put into German short English sentences taken from the language of every-day life or based upon the text given for translation, and to answer questions upon the rudiments of grammar as defined below.

During the first year the work should comprise:

1. Careful drill upon pronunciation.
2. The memorizing and frequent repetition of easy colloquial sentences.
3. Drill upon the rudiments of grammar, that is, upon the inflection of the articles, of such nouns as belong to the language of every-day life, of adjectives, pronouns, weak verbs and the more usual strong verbs; also upon the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word-order.
4. Abundant easy exercises designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression.
5. The reading of from 75 to 100 pages of graduated texts from a reader, with constant practice in translating into German easy variations upon sentences selected from the reading lesson (the teacher giving the English), and in the reproduction from memory of sentences previously read.

\*Suitable texts for the first year are: After one of the many Readers especially prepared for beginners, Meissner's *Aus meiner Welt*; Blüthgen's *Das Peterle von Nürnberg*; Storm's *Immensee*, or any of Baumbach's short stories.

During the second year the work should comprise:

1. The reading of from 150 to 250 pages of literature in the form of easy stories and plays.
2. Accompanying practice, as before, in the translation into German of easy variations upon the matter read and also in the off-hand reproduction, sometimes orally and sometimes in writing, of the substance of short and easy selected passages.
3. Continued drill upon the rudiments of grammar, directed to the ends of enabling the pupil, first, to use her knowledge with facility in the formation of sentences, and, secondly, to state her knowledge correctly in the technical language of grammar.

\*Suitable texts for the second year are: Gerstacker's *Germelshausen*; Eichendorff's *Aus dem Leben eines Taugenichts*; Wildenbruch's *Das edle Blut*; Jensen's *Die braune Erica*; Seidel's *Leberecht Hühnchen*; Fulda's *Unter vier Augen*; Benedix's *Lustspiele* (any one).

### 3-UNIT REQUIREMENT.

At the end of the intermediate course the pupil

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\*During each year at least six German poems should be committed to memory.

should be able to read at sight German prose of ordinary difficulty, whether recent or classical; to put into German a connected passage of simple English, paraphrased from a given text in German; to answer any grammatical questions relating to the usual forms and essential principles of the language, including syntax and word formation, and to translate and explain (so far as explanation may be necessary) a passage of classical literature taken from some text previously studied.

The work should comprise, in addition to the elementary course, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, paraphrases, abstracts, or reproductions from memory of selected portions of the matter read; also grammatical drill upon the less usual strong verbs, the use of articles, cases, auxiliaries of all kinds, tenses and modes (with special reference to the infinitive and subjunctive), and likewise upon word-order and word-formation.

\*Suitable texts for the third year are: Heyse's, Riehl's, Keller's, Storm's, Meyer's, Ebner-Eschenbach's, W. Raabe's, *Novellen* or *Erzählungen*; Schiller's *Wilhelm Tell*; Freytag's *Die Journalisten*; Heine's *Harzreise*.

### CHEMISTRY (1 Unit)

The preparation in chemistry should cover at least one full session, with three recitations a week, and

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\*During each year at least six German poems should be committed to memory.

should include the study of one standard text-book, to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws of elementary chemistry. In addition to the three recitations, four periods weekly should be devoted to practical tests and experiments performed by the students individually under the direction of the teacher. Every candidate must present at the time of, and as a part of, the examination in chemistry a note-book containing in the candidate's own language a description of her laboratory exercises, the steps, observations, and results of each exercise being carefully recorded. The record should be well-ordered, plainly legible, and concise. The note-book must bear the endorsement of the teacher, certifying that the notes are a true record of the student's work.<sup>†</sup>

### PHYSICS (1 Unit)

The requirements in physics are in every respect similar to those in chemistry. The candidate is required to have studied for a full session one standard text-book and to have done individual laboratory work. As in chemistry, she must be prepared to show her laboratory note-book, properly certified by her instructor.

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<sup>†</sup>In Document No. 62 of the College Entrance Examination Board may be found a list of sixty experiments adapted to the high school course.

## **BOTANY (1 Unit)**

The preparation in botany should cover at least one full session, and should include individual laboratory work. This course should comprise: (1) The general principles of (a) Anatomy and Morphology, (b) Physiology, and (c) Ecology; (2) The natural history of the plant groups, and classification.

For further details see Document No. 62 of the College Entrance Examination Board already referred to.

## **COURSES OF INSTRUCTION**

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### **SUB-FRESHMAN COURSES**

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#### **ENGLISH**

##### **Course 1.**

**COMPOSITION AND LITERATURE.**—Grammar is reviewed with special reference to the relations of words, phrases, and clauses to the sentence. Through an analysis of these relations the principles of punctuation are established. In the study of composition emphasis is laid upon the choice of words and upon the structure of sentences and paragraphs. Systematic practice is obtained in themes written at regular intervals. These are corrected and returned to the students, each of whom is required, from time to time, to discuss her work with the instructor. In connection with the composition, the class studies,

with particular attention to substance and form, eight selections from the list of College Entrance Requirements (see pages 18-21). Selections from English poetry are memorized and some outside reading is done.

### **Course 2.**

**COMPOSITION AND LITERATURE.**—In the study of composition special attention is given to the principles of unity, coherence, and emphasis as applied to exposition, argumentation, description, and narration. Themes illustrating these types of discourse are assigned at regular intervals. Conferences, memorizing, and subsidiary reading are required as in Course 1. The work in literature comprises a study of six selections from the list of College Entrance Requirements.

## **HISTORY**

### **Course 1.**

English History. The text-book is Andrew's *History of England* used in connection with Gardner's *Atlas of English History*.

The text-book work is supplemented by topical reading in more advanced histories. Much emphasis is laid on the study of geography in connection with history.

### **Course 2.**

Greek and Roman History, including a short introductory study of the more ancient nations, and

of the chief events of the Middle Ages until the death of Charlemagne. The text-books are West's *Ancient World* used in connection with Fling's *Source Book of Greek History* and Munro's *Source Book of Roman History*. The keeping of note-books containing outlines of subjects and digests of outside reading is required, as is also the use of outline map-books.

Course 1, or 2, may be presented for the required point in history. Students presenting both courses can obtain two points of entrance credit in history (see page 22).

When only one course is taken, it should be ancient history.

## MATHEMATICS

### Course 1.

ALGEBRA.—Radicals and theory of exponents; quadratics and beyond; quadratic equations, both numerical and literal; simple cases of equations with one or more unknown quantities that can be solved by the methods of linear or quadratic equations; problems depending on quadratic equations; the binomial theorem for positive integral exponents; the formulas for the  $n$ th term and the sum of the terms of arithmetical and geometrical progressions, with applications. Pupils are required to solve numerous problems which involve putting questions into equations. Graphical methods and illustrations, particularly in connection with the solution of equations, are used.

## **Course 2.**

PLANE GEOMETRY.—The usual theorems and constructions of good text-books, including the general properties of plane rectilinear figures; the circle and the measurement of angles; similar polygons; areas; regular polygons and the measurement of the circle; the solution of numerous original exercises, including loci problems; application to the mensuration of lines and plane surfaces.

## **LATIN**

### **Course 1.**

Bennett, *First Year Latin*.

### **Course 2.**

Cæsar, *Gallic War*, Books I and II. Selections from *Gallic War*, Books III and IV. Cornelius Nepos, Lives of Hannibal and Miltiades, Bennett's Grammar and New Latin Composition.

### **Course 3.**

Cicero, *Archias*, the *Manilian Law*, orations against Catiline, I and III, selections from the letters. Bennett's Grammar and New Latin Composition.

### **Course 4.**

Virgil, *Æneid*, I, II, VI, selections from other books of the *Æneid* and from the *Bucolics* and *Georgics*. Bennett's Grammar and New Latin Composition.

## FRENCH

### Course 1.

Drill in pronunciation; the rudiments of grammar; many exercises in translating from French to English, and from English to French; reading of about 200 duodecimo pages of simple French; dictation. Fraser and Squair, Shorter French Course; Aldrich and Foster, French Reader.

### Course 2.

Fraser and Squair, French Grammar; François, Introductory French Prose Composition; Labiche et Martin, *le Voyage de M. Perrichon*; Crémieux et Decourcelle, *l'Abbé Constantin*; la Brète, *mon Oncle et mon curé*; Lavisson, *Histoire de France*. Dictation and memorizing. Résumés.

### Course 3.

François, Advanced French Prose Composition; Matzke, Primer of French Pronunciation; Augier, *le Gendre de M. Poirier*; Coppée, *le Luthier de Crémone* and *le Trésor*; Rostand, *les Romanesques*; Mérimée, *Colomba*; Taine, *l'Ancien Régime*; Buffum, French Short Stories; Bowen, French Lyrics. Résumés. Dictées. Oral Practice.

## GERMAN

### Course 1.

Drill on pronunciation; the elementary rules of syntax; abundant easy exercises in composition; the reading of about 200 pages of graduated texts from a reader, with constant practice in translating simple

German prose; Joynes-Meissner's German Grammar; Wenckebach and Müller's *Glück Auf*; Stern's *Geschichten am Rhein*; Storm's *Immensee*.

### Course 2.

Continued study of grammar and syntax with constant practice in composition. The reading of about 300 pages in the form of easy stories and plays.

Joynes-Meissner's Grammar; Carmen Sylvia's *Aus meinem Königreich*; Baumbach's *Der Schwiegersohn*; Heyse's *L'Arrabbiata*; Jensen's *Die braune Erica*; Stökl's *Unter dem Christbaum*; Schiller's *Der Neffe als Onkel*.

### Course 3.

Pope's German Composition; Lessing's *Minna von Barnhelm*; Goethe's *Hermann und Dorothea*; Schiller's *Wilhelm Tell*; Freytag's *Aus dem Staat Friedrichs des Grossen*; Scheffel's *Ekkehard*; Kron's *German Daily Life*.

## PHYSICS

### ELEMENTARY PHYSICS.

This course deals with the elements of physics as presented in any standard text-book. The text and laboratory manual edited by Professors Millikan and Gale are used.

Explanations, demonstrations and quizzes are given in the classroom in such a way as to familiarize the student with the methods of physical investigations,

and to teach her to think accurately and independently.

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## COLLEGIATE COURSES

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It is the aim of the curriculum to give the student freedom to choose lines of work which are in accord with her natural tendencies and previous preparation, and yet to give systematic training in the chosen line. Under the guidance of the chosen course, a student should secure a broad, general training with a central point of view, and should be prepared for any special work which she may desire to pursue after she has finished the college course. To this end a form of the so-called "group system" has been adopted.

The curriculum offers six courses: A, English; B, Modern Languages; C, Ancient Languages; D, History and Economics; E, Mathematics and Physics; F, Science.

Candidates for the degree of A. B. must complete sixty hours of work in conformity with one of the above courses. Not more than sixteen nor less than twelve hours may be taken by a student without special permission from the faculty; and not less than ten nor more than eighteen hours may be taken under any circumstances by candidates for the degree.

No student will be allowed to take any elective course without the consent of the head of the department in which the subject is elected.

# OUTLINE OF COURSES OF STUDY

COURSE A (English)	Hours	COURSE B (Modern Languages)	Hours	COURSE C (Ancient Languages)	Hours
FRESHMAN		FRESHMAN		FRESHMAN	
English I	3	English I	3	English I	3
History I	3	History I	3	History I	3
Latin I	3	Latin I	3	Latin I	3
French II or III } or German II or III }	3	French II or III } or German II or III }	3	French II or III } or German II or III }	3
Biology I or } Chemistry I }	3	Biology I or } Chemistry I }	3	Biology I or } Chemistry I }	3
SOPHOMORE		SOPHOMORE		SOPHOMORE	
English II	3	English II	3	English II	3
History II	3	Latin II	3	Latin II	3
French III or IV } or German III or IV }	3	French III or IV } or German III or IV }	3	French III or IV } or German III or IV }	3
Latin II or } German I or II } or French I or II or } Greek I or II Elective	3	German I or II } or French I or II Elective	3	Greek I or II Elective	3
JUNIOR		JUNIOR		JUNIOR	
English	3	French IV or V } or German IV or V }	3	Latin	3
Any Language	3	German II or III } or French II or III }	3	Greek	3
Elective	9	Elective	9	Elective	9
SENIOR		SENIOR		SENIOR	
English	3	French or } (adv.)	3	Latin (adv.)	3
Any Language	3	German or } (adv.)	3	Greek (adv.)	3
Elective	9	French Elective	9	Elective	9

The Roman numerals refer to courses as numbered in the description of college courses as given on pages 43-70.

In junior and senior years where no Roman numeral is given the student may take courses marked junior elective in the junior year and courses marked senior elective in the senior year.

In course F the first science required must be the same throughout the four years. For example, if Biology I is taken in the freshman year Biology must be taken in the sophomore, junior, and senior years.

## OUTLINE OF COURSES OF STUDY—Continued

COURSE D (History and Economics)	Hours	COURSE E (Mathematics and Physics)	Hours	COURSE F (Science)	Hours
FRESHMAN		FRESHMAN		FRESHMAN	
English I	3	English I	3	English I	3
History I	3	History I	3	History I	3
Mathematics I or } Latin I	3	Mathematics I	3	Mathematics I	3
French II or III } or German II or III }	3	French II or III } or German II or III }	3	French II or III } or German II or III }	3
Biology I or } Chemistry I }	3	Biology I or } Chemistry I }	3	Biology I or } Chemistry I }	3
SOPHOMORE		SOPHOMORE		SOPHOMORE	
English II	3	English II	3	English II	3
History II	3	Mathematics III	3	French III or IV } or	3
French III or IV } or German III or IV }	3	Physics I or II	3	German III or IV } Biology IV or I or	3
Any Language Elective	3	French III or IV } or German III or IV }	3	Chemistry II and III } A Second Science Elective	3
JUNIOR		JUNIOR		JUNIOR	
History or } Economics }	3	Mathematics or } Physics	3	Biology or } Chemistry }	3
Any Language Elective	3	Any Language Elective	3	A Second Science Elective	3
SENIOR		SENIOR		SENIOR	
History or } Economics }	3	Physics or } Mathematics }	3	Biology or } Chemistry }	3
Any Language Elective	3	Any Language Elective	3	A Second Science Elective	3

The Roman numerals refer to courses as numbered in the description of college courses as given on pages 43-70.

In junior and senior years where no Roman numeral is given the student may take courses marked junior elective in the junior year and courses marked senior elective in the senior year.

In course F the first science required must be the same throughout the four years. For example, if Biology I is taken in the freshman year Biology must be taken in the sophomore, junior, and senior years.

## **COLLEGIATE COURSES**

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### **PHILOSOPHY**

PRESIDENT BENEDICT

I. PSYCHOLOGY. This course aims to give the student a grasp of mental facts, the power to analyze them, and an idea of their classification. It presents the science of psychology as a basis for the further study of philosophy. Angell's *Psychology* is used as a text, and collateral reading is carried on throughout the course in the works of James, Ladd, Sully, Külpe, Stout, Murray, and others.

*Three hours a week. One semester. Junior and senior elective.*

II. ETHICS. This course aims to give the student a grasp of ethical problems and to lead to a solution of them by a critical study of historical ethical theories. Dewey & Tufts' *Ethics* is used as a text, and reading is required from the works of Martineau, Sidgwick, and others.

*Three hours a week. One semester. Junior and senior elective.*

III. HISTORY OF ANCIENT AND MEDIEVAL PHILOSOPHY. This course aims to trace the movements of philosophic thought, beginning with the Greeks and going through the period of the Middle Ages.

*Three hours a week. One semester. Junior and senior elective.*

IV. HISTORY OF MODERN PHILOSOPHY. This

course is a continuation of Course III, which is a prerequisite.

*Three hours a week. One semester. Junior and senior elective.*

## ENGLISH

PROFESSOR JONES

MISS POWELL

I. COMPOSITION AND LITERATURE. In this course instruction is given in the theory and practice of English composition and in the history of English literature, along with assigned reading of prose and poetry illustrating its development. A text-book of English literature is used, frequent themes are assigned, and individual conferences are held.

*Three hours a week throughout the year.*

*Required of all freshmen.*

II. (a) ENGLISH LITERATURE OF THE EIGHTEENTH CENTURY, WITH SPECIAL REFERENCE TO THE CLASSICAL AND EARLY ROMANTIC SCHOOLS. Lectures; required reading; written reports.

*Three hours a week. First semester.*

(b) ENGLISH LITERATURE OF THE NINETEENTH CENTURY, WITH SPECIAL REFERENCE TO THE ROMANTIC POETS. Lectures; required reading; written reports.

*Three hours a week. Second semester.*

*Both (a) and (b) are required of all sophomores.*

III. (a) THE ELIZABETHAN DRAMA, WITH SPECIAL REFERENCE TO SHAKESPEARE. Lectures; required reading; written reports on assigned subjects.

(b) NON - DRAMATIC LITERATURE FROM SPENSER TO MILTON, INCLUSIVE. Lectures; written reports and reviews.

*Three hours a week. Second semester. Junior elective.*

IV. (a) ENGLISH LITERATURE FROM THE BEGINNING TO THE NORMAN CONQUEST. The work of this course includes the study of a text-book on Early English Literature, and the translation of selections from Bright's *Anglo-Saxon Reader* and *Beowulf*.

*Three hours a week. First semester. Senior elective.*

(b) ENGLISH LITERATURE FROM THE NORMAN CONQUEST TO 1400, WITH SPECIAL EMPHASIS ON THE WORK OF CHAUCER. Reading of selected texts; written reports.

*Three hours a week. Second Semester. Senior elective.*

V. ADVANCED COMPOSITION. The work includes considerable practice in composition, chiefly of the narrative and descriptive types, and a brief survey of the history and principles of English versification.

*Three hours a week throughout the year.*

*Open to juniors and seniors who are taking Course A and have had English I or its equivalent.*

VI. (a) THE ENGLISH NOVEL. The class will become acquainted, by means of lectures and extensive reading, with the development of the novel in England from Richardson to Stevenson.

*Three hours a week. First Semester.*

(b) AMERICAN LITERATURE. Literary history of America in outline; critical study of selected authors.

*Three hours a week. Second semester.*

*Open to juniors and seniors who are taking Course A and have had English I or its equivalent.*

## BIBLICAL HISTORY AND LITERATURE

PROFESSOR LEWIS

### I. THE ORIGIN AND HISTORY OF THE HEBREW PEOPLE TO THE MACCABEAN PERIOD.

The object of this course is to trace the development of divine revelation, as illustrated in the history of the Israelites, and to acquaint the student with the life, manners, and thought of the people, as a preparation for the study, later, of Hebrew literature.

*First Semester. Three hours a week. Sophomore elective.*

### II. NEW TESTAMENT HISTORY, FROM MACCABEAN PERIOD TO THE CLOSE OF THE APOSTOLIC AGE.

A study of the history recorded in the Gospels and in the Acts of the Apostles. This course includes a study of the preparation of the world for the coming of Christ, the religious beliefs of the Jewish people of that age, and a brief survey of the Gentile

world to whom the Apostles preached Christianity.  
Preparatory to Course IV.

*Second semester. Three hours a week. Sophomore elective.*

### III. THE LITERATURE OF THE OLD TESTAMENT.

A study of the books of the Old Testament; their date, authorship, outline analysis, and special message of each. The development of religious thought is traced through the literature, studied chronologically.

*First semester. Three hours a week. Junior and senior elective.*

### IV. THE LITERATURE OF THE NEW TESTAMENT.

A study of the books of the New Testament, including the date, authorship, outline, and contribution to religious thought, of each.

*Second semester. Three hours a week. Junior and senior elective.*

### V. THE LIFE AND TEACHING OF CHRIST.

A study of the Life of Christ, with especial reference to its message to modern life.

*First semester. Three hours a week. Junior and senior elective.*

### VI. COMPARATIVE RELIGION.

A study of the great ethnic religions of the world, and a comparison of each with Christianity.

*Second semester. Three hours a week. Junior and senior elective.*

Courses III and IV are given alternately with V and VI.

**FRENCH**  
PROFESSOR WORTHINGTON  
MISS BARTLETT

I. ELEMENTARY COURSE. Fraser and Squair, French Grammar; François, Introductory French Prose Composition; David, *Chez Nous*; Compayré, *Yvan Gall*; Labiche et Martin, *le Voyage de M. Perrichon*; Daudet, *la Belle-Nivernaise*; Lavis, *Histoire de France*. Résumés. Dictation and memorizing.

*Four hours a week. One year. Sophomore or junior elective in Courses A, C, D, E, F.*

II. INTERMEDIATE COURSE. Fraser and Squair, French Grammar; François, Advanced French Composition; Matzke, Primer of French Pronunciation; Augier, *le Gendre de M. Poirier*; Coppée, *le Luthier de Crémone* and *le Trésor*; Rostand, *les Romanesques*; Mérimée, *Colomba*; Hugo, *les Misérables*; Taine, *l'Ancien Régime*; Weill, French Newspaper Reader; Buffum, French Short Stories; Bowen, French Lyrics. Résumés. Dictation and memorizing.

*Three hours a week. One year. Required in the freshman year of all who have offered 2 units of French as a second language. Sophomore, junior and senior elective in Courses A, C, D, E, F.*

III. GENERAL COURSE. Introductory to the more advanced courses in literature. In connection with a review of syntax and composition such selections from

modern authors as the following are read: Hugo, *Hernani*; Rostand, *Cyrano de Bergerac* and *la Princesse lointaine*; Pailleron, *le Monde où l'on s'ennuie*; Richépin, *le Flibustier*; Maeterlinck, *l'Oiseau bleu*; Hugo, *les Travailleurs de la mer*; Balzac, *le Père Goriot*; Loti, *Ramuntcho*; Bazin, *le Blé qui lève*; Lamartine, *Méditations poétiques*; Sainte-Beuve, *Sept causeries du lundi*; Michelet, *Histoire de France*. Abry, Audic et Crouzet, *Histoire illustrée de la littérature française*.

*Three hours a week. One year. Required in the freshman year of all who have offered 3 units of French as a second language for entrance. Required in the sophomore year of all who have offered 2 units of French as a second language for entrance. Junior or senior elective in Courses A, C, D, E, F.*

**IV. FRENCH LITERATURE OF THE SEVENTEENTH CENTURY.** During the first semester the drama is studied and some fifteen representative plays from Corneille, Rotrou, Racine, and Molière are read. During the second semester the history of seventeenth-century literature is studied, and selections are read from Descartes, Pascal, la Rochefoucauld, Bossuet, la Bruyère, Madame de Sévigné, Madame de la Fayette, la Fontaine, Boileau, and Fénelon. Abry, Audic et Crouzet, *Histoire illustrée de la littérature française*.

*Three hours a week. One year. Required in the sophomore year of all who have offered 3 units of French as a second language for entrance. Junior or senior elective in Courses A, C, D, E, F.*

V. FRENCH LITERATURE OF THE EIGHTEENTH CENTURY. The work in this course comprises a study of the history of eighteenth-century literature, and the reading of the following: Plays by Voltaire, Regnard, Lesage, Marivaux, and Beaumarchais; novels by Lesage, Marivaux, Prévost, Rousseau, and Bernardin de Saint-Pierre; selections from Massillon, Voltaire, Montesquieu, Buffon, Diderot, and Rousseau. Abry, Audic et Crouzet, *Histoire illustrée de la littérature française*.

*Three hours a week. One year. Junior elective.*

\*VI. French Literature of the Nineteenth Century. During the first semester the novel is studied, and works of the following authors are read: Chateaubriand, Madame de Staël, Hugo, Sand, Dumas, Balzac, Stendhal, Mérimée, Zola, Maupassant, Daudet, and Loti. In the second semester the literary movements of the century are taken up, special emphasis being laid in successive years on one of the following genres: drama, poetry, and criticism.

*Three hours a week. One year. Senior elective.*

\*VII. Introduction to the Literature of the Middle Ages and to that of the Renaissance.

*Three hours a week. One year. Senior elective.*

## GERMAN

MISS WARD

I. Bagster and Collins's German Grammar; Wenckebach's *Glück Auf*; Hillern's *Höher als die*

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\*Not given in 1914-15.

*Kirche*; Baumbach's *Der Schwiegersohn*; Schiller's *Wilhelm Tell*.

*Three hours a week. One year. Sophomore or junior elective in Courses A, C, D, E, F.*

II. Lessing's *Minna von Barnhelm*; Goethe's *Hermann und Dorothea*; Schiller's *Youngfrau von Orleans*; Freytag's *Die Journalisten* and *Karl der Grosse*; Scheffel's *Ekkehard*; Pope's German Composition.

*Three hours a week. One year. Required in the freshman year of all who have offered 2 units of German as a second language for entrance. Sophomore, junior and senior elective in Courses A, C, D, E, F.*

III. The aim of this course is two-fold: to give students facility in reading German classics and to develop in them an appreciation of German literature.

Reading: Wenckebach's *Meisterwerke des Mittelalters*; Lessing's *Emilia Gallotti*; Schiller's *Wallenstein*; Goethe's *Meisterwerke*; Bernhardt's *Deutsche Litteraturgeschichte*; Prose Composition and Syntax.

*Three hours a week. One year. Required in the freshman year of all who have offered 3 units of German as a second language for entrance. Required in the sophomore year of all who have offered 2 units of German as a second language for entrance. Junior and senior elective in Courses A, C, D, E, F.*

IV. Study of German Literature continued.

Goethe's *Faust*. Drama and Novel of the Nineteenth Century. Original Composition.

*Three hours a week. One year. Required in the sophomore year of all who have offered 3 units of German as a second language for entrance. Senior elective in Courses A, C, D, E, F.*

**V. LITERATURE OF THE EIGHTEENTH AND FIRST HALF OF THE NINETEENTH CENTURIES.**

A study of the chief currents in German literature of the Eighteenth Century. The Romantic Movement.

*Three hours a week. One year. Junior elective.*

**VI. MIDDLE HIGH GERMAN.**

Paul's *Mittelhochdeutsche Grammatik*; Development of the language; Readings from *Das Nibelungenlied—Die Kudrun, Der Arme Heinrich*.

*Three hours a week. One year. Senior elective.*

**ANCIENT LANGUAGES**

MISS FRASER.

**LATIN**

I. Livy, Books 21-22 (abridged edition); Terence, *Phormio; Rome and Carthage*, R. B. Smith; Horace, selections from *Odes and Epodes*; Latin writing.

*Three hours a week. One year. Required in freshman year of Courses A, B, and C.*

II. Mackail's Latin Literature. Selections from Ovid, Tibullus, Propertius, Catullus. Horace, *Satires* and *Epistles*.

*Three hours a week. One year. Required in sophomore Courses B and C.*

**III.** Plautus's *Captivi*; Terence's *Andria*; Lucretius's *De Rerum Natura*; Mackail's History of Latin Literature.

*Three hours a week. One year. Given alternately with Course IV. Given in 1914-15.*

**IV.** Pliny's Letters; Juvenal; Martial; Tacitus's *Annals*; Capes's Early Empire.

*Three hours a week. One year. Given alternately with Course III. Given in 1913-14. III or IV is required in junior year of Course C. Both are junior and senior electives.*

\***V.** Sight Translation; Sallust's Jugurthine War; Cicero's *De Amicitia*.

*Three hours a week. One semester. Junior and senior electives.*

**VI.** Latin Composition.

*One hour a week. One year. Junior and senior elective.*

**VII.** Roman Antiquities.

*Three hours a week. One year. Sophomore, junior and senior elective.*

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\*Not given this year.

## HISTORY AND ECONOMICS

MISS SPARROW.

### I. GENERAL EUROPEAN HISTORY.

This course includes the general movements of European history from the fall of Rome to the present day. It covers, in the first semester, the development of the chief institutions of the Middle Ages, such as feudalism, the church, the mediæval empire; and is followed in the second semester by a study of the Renaissance, the Reformation, the religious and political wars, and the development of democracy.

*Three hours a week. One year. Required in the freshman year of all courses.*

### II. HISTORY OF THE RENAISSANCE.

This course contains, first, the political history of Europe during the fourteenth, fifteenth, and sixteenth centuries, with the quickened life of the people as it manifested itself in art, letters, science and discovery. Second, it covers the Reformation and the Reaction.

Lectures dealing with special phases of the Renaissance of literature, of art, of music, of science, and of conscience, will be given in this course by members of the faculty of other departments.

This course presupposes Course I.

*Three hours a week. One year.*

### III. HISTORY OF THE UNITED STATES FROM 1787 TO THE PRESENT DAY.

A study of the making and development of the Constitution of the United States, with special reference to the social and economic forces which shaped party government, and the interpretation of the Constitution.

*Three hours a week. One year. Junior and senior elective.*

### IV. ECONOMICS.

#### (a) ELEMENTS OF ECONOMICS.

This course deals with general economic theory, and aims to give some training in economic reasoning.

*Three hours a week. First semester.*

#### (b) ECONOMIC INSTITUTIONS.

The organization of modern industry is studied, with special reference to money, credit, labor unions, tariff, corporations, and trusts.

*Three hours a week. Second semester. Junior and senior elective.*

## MATHEMATICS

MISS PATTESON.

MISS MORENUS.

### I. (a) SOLID AND SPHERICAL GEOMETRY.

#### (b) ALGEBRA AND PLANE TRIGONOMETRY.

*Three hours a week through the year. Required in freshman work of Courses D, E and F.*

NOTE—Those who have completed in preparatory schools a course in Solid and Spherical Geometry may, with permission of the head of the department, substitute II for I (a). Those who have also completed a course in Plane Trigonometry may take III instead of I (a) and (b). College credit for either I (a) or I (b) is given only on examination.

II. ALGEBRA, including the progressions, the elementary treatment of permutations and combinations, undetermined co-efficients, the elementary treatment of infinite series, the binomial theorem for fractional and negative exponents, theory of logarithms, determinants and the elements of the theory of equations, including Horner's method for solving numerical equations.

Open to all who have fulfilled the entrance requirements in Algebra.

*Three hours a week for first semester.*

III. PLANE ANALYTICAL GEOMETRY, with an introduction to Solid Analytical Geometry.

Open to those who have taken Course I.

*Three hours a week through the year.*

IV. DIFFERENTIAL AND INTEGRAL CALCULUS.

Open to those who have taken Course III.

*Three hours a week through the year.*

V. PROJECTIVE GEOMETRY.

Open to those who have taken Course III.

*Three hours a week through the year.*

## **VI. DIFFERENTIAL EQUATIONS.**

Open to those who have taken Course IV.

*Three hours a week through the year.*

## **VII. HISTORY OF MATHEMATICS.**

Open to those who have taken Courses I, III and IV.

*Two hours a week through the year.*

## **CHEMISTRY**

MISS STEVENSON

MISS CHANEY

### **I. DESCRIPTIVE INORGANIC CHEMISTRY.**

This course deals with the preparation, properties, and relationships of the more important elements and inorganic compounds. Reference is made on all occasions to applications of chemistry to practical problems, especially those of a domestic nature as applied in Courses I and II of the department of Domestic Science.

The historical and descriptive sides of the subject are presented through lectures and lecture experiments, which are supplemented by the study of some standard text-book. The laboratory work is intimately connected with the lecture course.

The aim of the course is twofold: first, to train the student to be keenly observant, to independently reason out the explanation of the phenomena which she sees and to be deft in manipulation; and secondly, to furnish accurate knowledge of the underlying prin-

ciples of chemistry as an indispensable precedent to its rational application to any problem.

*Lectures three hours a week. Laboratory work, four hours a week. One year.*

## II. QUALITATIVE ANALYSIS.

In this course the student learns for herself the characteristic reactions of the elements, and their compounds with different reagents. Her knowledge is then tested by practical application to the analyses of unknown substances.

*Prerequisite, Course I.*

*Lectures, three hours a week. Laboratory, six hours a week. First semester.*

## III. QUANTITATIVE ANALYSIS.

Quantitative analysis includes simple experiments in both volumetric and gravimetric determinations and the study of the reactions involved therein.

*Prerequisites, Courses I and II.*

*Lectures, three hours a week. Laboratory work, six hours a week. Second semester.*

## \*IV. ORGANIC CHEMISTRY.

This course is a study of carbon and its compounds, with special reference to their practical uses.

*Lectures, three hours a week. Laboratory work, six hours a week. One year.*

*Prerequisites, Courses I, II and III, or VII.*

*Sophomore, junior and senior elective.*

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\*Not given in 1913-1914.

## V. ORGANIC PREPARATIONS.

This course is a continuation of Course IV. Some of the more complex reactions of organic chemistry are studied through the appropriate laboratory preparations.

*One class period per week. Laboratory work, seven hours per week. First semester.*

*Prerequisites, Courses I or VII, and IV.*

*Junior and senior elective*

## VI. THEORETICAL CHEMISTRY.

*Lectures, three hours per week. Second semester.*

*Prerequisites, Courses I or VII, and IV.*

*Junior and senior elective.*

## \*VII. ADVANCED INORGANIC CHEMISTRY.

This course is planned for those students who have met the college entrance requirements in general chemistry. After reviewing the fundamental theories of the science, the chemistry of the metals will be studied.

*Lectures, three hours a week. Laboratory work, four hours a week. One year.*

## BIOLOGY

MISS HOWLAND

### I. GENERAL BIOLOGY.

The aims of this course are to give the student a comprehensive view of the general principles and fundamental facts of Biology, and to train her to

keen observation, accurate investigation, and independent judgment.

Lectures and text-books present questions of biologic importance, such as ecology, evolution, and heredity, and also deal with the general characters and relationships of the various forms studied.

Common forms from both plant and animal kingdoms are chosen for study in laboratory and field, as a basis for the clear understanding of the elementary principles of morphology, physiology, histology and embryology.

*Lectures, three hours a week. Laboratory, library and field work, six hours. One year.*

## II. BIOLOGICAL TECHNIQUE.

*Prerequisite, Biology I.*

This course is designed for those desiring advanced work in biology, and for prospective teachers of biology. It deals with the most important methods of collection, culture, preservation and preparation of material needed for courses in biology.

*Laboratory course, eight hours a week. One year.*

## III. HISTORICAL BIOLOGY.

*Prerequisite, Biology I.*

This course presents a brief survey of the growth of scientific thought and development of biologic sciences from the Greek Epoch down to modern times.

*Lecture and library course, three hours a week. One semester.*

## ZOOLOGY

### I. INVERTEBRATE ZOOLOGY.

*Prerequisite, Biology I, except by special arrangement.*

In this course a comparative study of the main phyla is made, approached by means of laboratory work upon selected representatives. The lectures comprise a survey of the various phyla, and are supplemented by the study of some standard text.

*Lectures, three hours a week. Laboratory and field work, six hours. One year. Elective.*

Zoölogy I and Botany I are given in alternate years.

### II. ANIMAL HISTOLOGY.

*Prerequisites, Biology I and Zoölogy I, or Botany I.*

This course deals with the microscopic study of animal tissues, and is especially designed for prospective medical students. Some practice in the histological preparation of tissues is obtained.

*Laboratory, eight hours. Lecture, one hour. One semester.*

### III. EMBRYOLOGY.

*Prerequisite, Zoölogy II or IV.*

This course will begin with a brief study of the embryological development of several invertebrate types, as well as the frog, chick and rabbit.

## BOTANY

### I. GENERAL BOTANY.

*Biology I is a prerequisite except by special arrangement.*

This course deals more especially with cryptogams. The laboratory work consists of a study of selected representatives of the main groups. The lectures present a comparative study of their morphology, reproduction and evolution.

*Lectures, three hours a week. Laboratory work, six hours. One year. Elective.*

Zoölogy I and Botany I are given in alternate years.

### II. PLANT ECOLOGY.

*Prerequisites, Biology I and Botany I.*

This course will present the relationships of plant groups, and the various factors which influence their distribution.

*Lecture and library course, three hours a week. One semester.*

## PHYSIOLOGY AND HYGIENE

PROFESSOR HARLEY.

### I. PHYSIOLOGY AND HYGIENE.

This includes the study of:

Nutrition and the functions of the nervous system.

The care of the body and first aid in sickness and accident.

House sanitation, including ventilation, lighting, plumbing and disposal of waste.

Municipal sanitation, including water supplies, sewage disposal, transmissible diseases, eugenics and child nurture.

Government departments of hygiene.

*Two hours a week. One year. Sophomore and junior elective.*

## DOMESTIC SCIENCE

MISS CHANEY

### I. FOOD.

This course comprises a study of foods on the basis of the food principles. It takes up their production, manufacture, adulterations, costs, care in the home, and nutritive value.

The laboratory work is closely connected with the lectures. It includes the chemical and physical properties and the biological relations of the food principles; their application in the preparation of foods; the planning of dietaries and the serving of meals.

*Three periods a week, lectures.*

*Four periods a week, laboratory. Open only to students who have completed Chemistry I, or its equivalent. Sophomore elective.*

### II. THE CHEMISTRY OF FOODS AND PHYSIOLOGY OF NUTRITION.

This course includes: first, a review of the chemical

properties and reactions of the important classes of food-stuffs as chemical individuals; second, a study of digestive juices and their action on foods; third, the absorption of food stuffs; fourth, the function of each class of foods in nutrition; fifth, the effect of heat on foods; sixth, the study of balanced diets in terms of chemical units and of common food-stuffs; seventh, the selection and preparation of foods.

The laboratory work is intimately connected with the lecture work.

*Prerequisites, entrance credit in Physics, Chemistry I, IV, Biology I.*

*Three hours a week, lectures. Six hours a week, laboratory work. One year.*

*Junior and senior elective.*

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## MUSIC

MISS YOUNG

MISS CRAWFORD

MISS HUTTER

MISS ROBERTSON

MISS OVERLY

MISS HULL

MISS ESTILL

## THEORETICAL AND HISTORICAL COURSES

### I. THEORY OF MUSIC.

This course includes a thorough study of notation, rhythm, scales, intervals, elementary harmony and analysis. Ear training and keyboard exercises.

*One hour a week. One year. Will count towards the B. A. degree as a sophomore elective. Open to*

*special students of college grade.*

II. HARMONY.

Chords, harmonizing of melodies, cadencies, dissonances, sequences, non-harmonic tones, organ point, altered chords, modulation.

*Two hours a week. One year. Open to all who have completed Course I. Will count towards the B. A. degree as junior and senior elective. Open to special students of college grade.*

III. This course extends from the beginning of the study of notation through the formation and connection of chords, harmonization of melodies, use of non-harmonic tones, and modulation. It aims to give a thorough familiarity with tonalities and part writing.

*Three hours a week. One year.*

*Sophomore, junior and senior elective. Open to special students of college grade.*

IV. COUNTERPOINT.

*Three hours a week. One semester. Open to all who have completed the course in Harmony. Will count toward the A. B. degree, when accompanied by such practical work as is prescribed by the Director.*

\*V. ANALYSIS AND FREE COMPOSITION IN SMALL FORMS.

*Three hours a week. One semester. Open to all who have completed Course IV. Will count toward the A. B. degree, when accompanied by such practical work as is prescribed by the Director.*

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\*Not given in 1913-1914.

## VI. HISTORY OF MUSIC.

Music of the ancients, the Greek modes, early church music, the polyphonic schools, rise of homophony, transition to modern tonality, and general history to the period of the great masters.

Study of the classic, romantic and modern schools of composition, history of instruments and the lives of the great composers with practical illustrations from their works.

*Three hours a week. One year.*

*Junior and senior elective. Open to special students of college grade.*

## MUSICAL APPRECIATION.

This course, which is open to all students and requires no previous musical knowledge, aims to give a general comprehension of music such as will enable the hearer to listen intelligently. It includes an explanation of thematic development; ear training in harmonic perception; description of the principal musical forms, of present-day instruments and the orchestra; a general view of folk and church music, song, oratorio and opera, illustrated by works of representative composers.

*One hour a week. One year. Does not count towards the A. B. degree.*

## PRACTICAL COURSES

### COLLEGIATE COURSE IN INTERPRETATIVE PIANOFORTE PLAYING.

No student will be admitted to this course unless

she has satisfied the entrance conditions. To do this she must be able to play, with due regard to the musical content, the Two-part Inventions of Bach, Haydn Sonata in D major (Peters ed. No. 7), and such pieces as, Schubert "Moments Musicaux" op. 94, No. 2, or Impromptu op. 142 in A flat, together with correct treatment of the keyboard and pedalling; also in passage work a metronome speed of four notes to 100. The student must also be able to read at sight. Equivalents of the above-mentioned pieces may be offered with the approval of the Director.

I. This course follows chronologically and technically work done to meet the entrance requirements and will include: Bach Three part Inventions, sonatas by Haydn, Mozart, and Beethoven, smaller compositions of Schumann, Chopin, and modern composers, some concerto work as well as technique and studies adapted to individual needs. The student will study historical development of musical forms in supplementary class work closely co-related to the special pianoforte lessons.

*No credit will be given for this course unless taken in connection with theoretical Courses I or III. Sophomore elective. Open to special students of college grade. Two hours throughout the year. As credits for this course are given for the first time in 1914-1915, the courses for junior and senior years will be outlined later.*

#### PIANOFORTE.

Systematic training is given in thoroughly modern methods of technique and tone production, studies

and instructive works suitable to the requirements of the individual pupil being used. Though the importance of technical proficiency is fully recognized, the main object of this course is to bring the student into sympathetic contact with the best music and to impart a broad and educative knowledge of the best literature for the pianoforte.

#### VOICE CULTURE.

The course in solo singing will include control of the breath, correct placement and building of the voice, enunciation, a graded course of vocalises, songs by classic and modern writers, and arias.

#### CHORAL SINGING.

Two courses in chorus work are offered:

- (a) For students who have had no previous training.
- (b) Glee Club work, for students able to read at sight and having suitable voices.

#### VIOLIN.

The course in violin consists of systematic grading of technical work, largely based upon the Sevcik principle of teaching; it embraces standard solos and ensemble work of classic and modern schools.

Students who play orchestral instruments will have the advantage of membership in the Sweet Briar orchestra.

Recitals are given by the faculty and students of the music department; also by visiting artists of repute.

# **ART**

MISS McLAWS

## **HISTORICAL COURSES**

### **I. OUTLINE COURSE IN THE HISTORY OF ART.**

This course seeks, through various forms of art expression, to give an understanding of the ideals, activities, and results of the lives of peoples in the evolution of civilization. It also gives an appreciation of the meaning and effect of the Renaissance on modern life. It studies Ancient, Medieval, Renaissance and Modern Art.

*Three hours a week. One year. Sophomore or junior elective.*

### **II. HISTORY OF PAINTING.**

A critical study of the technique, subjects, composition and historical relations of the great painters of Italy, France, Spain, the Netherlands, Holland, Germany, England and the United States.

*Three hours a week. One year. Open to those who have completed Course I.*

## **PRACTICAL COURSES**

### **IV. ELEMENTARY DRAWING AND COLOR COURSE.**

Drawing and sketching in pencil, charcoal and color from nature, life, cast and still life.

This course aims to see and represent things pictorially for form, line, color and composition. Qualified students may work in oil.

### **V. DESIGN AND APPLIED COURSE.**

The theory of harmony in color, form and material

is developed by a logical sequence of problems dealing with pictorial composition, design and applications to block-printing, stenciling, clay and other mediums of expression.

## VI. INTERIOR DECORATION,

- (a) THE THEORY OF HARMONY IN COLOR.
- (b) FURNISHINGS AND FINISHINGS.
- (c) ORNAMENTS AND DECORATIVE MATERIAL.

This section of the course deals with the finishing of interior woodwork of one's home, the choice and treatment of walls, the selection and placing of furniture and rugs, the choice and arrangement of pictures, with their frames, all bric-a-brac and other material connected with house furnishing.

## VII. Jewelry and simple flat metal course.

### LECTURES AND CONCERTS

Lectures and Concerts for the year 1913-14 are as follows:

#### LECTURERS

- Mr. E. Powell Hale.
- Dr. Irving Bacheller.
- Professor C. Alphonso Smith.
- Mr. Jacob A. Riis.
- President George E. Vincent.
- Reverend Newell Dwight Hillis.

#### ARTISTS ON THE CONCERT COURSE

- Miss Christine Miller, contralto.
- Wilhelm Backaus, pianist.

## GENERAL INFORMATION

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### EXPENSES FOR THE YEAR

Checks should be made payable to Sweet Briar Institute.

Charges made to all students, whatever course is taken.

Board, room, laundry .....	\$300.00
Tuition .....	150.00
Lecture and church dues .....	10.00
Infirmary fee .....	10.00
Contingent fee .....	5.00
Extra charges	
For single room or share in suite of rooms .....	50.00
Laboratory fee for each course in chemistry, physics, biology, or domestic science .....	10.00
Diploma .....	5.00
Art .....	75.00
Music, piano, tuition from Director .....	125.00
"    "    "    "    Instructor .....	90.00
"    use of piano for practice .....	15.00
"    vocal .....	90.00
"    use of piano for vocal practice .....	10.00
"    violin .....	90.00
"    use of room for violin practice .....	5.00

*Of the above charges the sum of two hundred and fifty-five dollars is payable at entrance. One-half of the extra charges for the year is also due at entrance when such extra charges are incurred. The remainder is due February first, at which time a bill will be rendered.*

Ten dollars must be paid upon applying for entrance. This will be credited on the student's account for the first half year, and will be forfeited

by the student unless notice of withdrawal is given before August fifteenth of the year for which the application is made.

The charge stated above covering laundry allows eighteen pieces weekly. Laundry beyond this amount is charged for at regular rates.

The charge stated above for infirmary fee includes all attention from the physician, medicines and dressings, and two weeks in the infirmary where extra nursing is not required. In case of serious or contagious illness where a special nurse is required, the cost of the nurse and the nurse's board is charged to the student. In case a student is in the infirmary for a total length of time exceeding two weeks, even though any one visit is less than two weeks, the extra time will be charged for at the rate of \$1.50 a day.

The contingent fee of five dollars is a deposit from which charges against the student for damage to rooms, library fines, etc., is deducted at the end of the year, the remainder being returned.

There is an extra charge of twenty-five cents each for meals sent to rooms.

Guests who take meals or remain over night at the college are charged for.

Board at the rate of two dollars a day or ten dollars a week is charged for students and all other persons who remain at the college during the Christmas or spring recess.

Books and stationery are obtained from the Students' Book Shop. Bills for these must be settled directly with this shop, and not through the college.

Students must deposit \$15.00 for the first semester and \$5.00 for the second to cover the cost of books only. The balance will be returned in June. *No books will be ordered for those who have not made this deposit.* Checks should be made payable to the Students' Book Shop.

### DEDUCTIONS

No deduction will be made from sums paid for tuition except tuition in music.

No deduction of any kind will be made unless the absence of the student, or delay in arriving, is for reasons meeting the approval of the President of the college. In cases of students withdrawing at Christmas, no deductions will be made unless special arrangement has been made when the students are entered.

Where a student enters more than one month after the beginning of a semester, or is withdrawn more than one month before the end of a semester, a deduction at the rate of thirty dollars per month will be made from the charge for board, and at the rate of eight dollars per month from the charge for tuition in music, either vocal or instrumental.

A deduction from the charge for tuition in music will also be made when for reasons satisfactory to the President a student takes music for a time less than one semester. In no case, however, will the amount of this deduction be more than one half the charge for the semester.

## EQUIPMENT

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### BUILDINGS

The college buildings proper were designed by Cram, Goodhue and Ferguson, a leading firm of Boston architects. Plans were made for a group of sixteen buildings, connected by arcades, of a uniform style of architecture. The buildings are all to be of red brick with white trimmings. There will be two quadrangles, one residential, consisting of eight dormitories, a refectory, a chapel, and a gymnasium, and one academic, containing the academic building proper, the art building, the library, the science hall, and the industrial building. Of the plant, four buildings, the academic building, two dormitories and the refectory, were erected before the opening of the college. A third dormitory was erected in 1908, a fourth in 1910, and a fifth in 1912.

By the bequest of the founder, the college owns the old homestead, Sweet Briar House, a spacious building which is furnished entirely with the handsome old furniture which belonged to Mrs. Williams. The building contains beautiful parlors, guest rooms, and the offices of the administrative officers.

In addition to these buildings there are four houses for the residence of the teachers, a steam laundry, a cold-storage house and creamery, and a power house.

The buildings are heated by steam and lighted by electricity.

## DORMITORIES

The dormitories are furnished comfortably and attractively, and have every modern convenience. Most of the rooms are arranged so that two girls occupy one room. There are some suites, where two girls have three rooms; and there are some single rooms. Each dormitory has its reception rooms for social gatherings.

## ACADEMIC BUILDING

The academic building contains large well-lighted classrooms, an art studio and laboratories for chemistry, physics, biology, and domestic science. These laboratories are supplied with everything necessary for the courses in science offered in the curriculum.

## LIBRARY

A large room in the academic building is used as a library and reading room. The reference books necessary for the work of the curriculum are in the library, and the leading periodicals and several of the leading newspapers are regularly kept on file.

## ASSEMBLY HALL

As a temporary assembly hall until the chapel provided for in the plans can be built, the college uses a large hall in one of the dormitories. This hall will seat four hundred persons.

## GYMNASIUM

As in the case of the assembly hall, a temporary gymnasium is provided in one of the dormitories.

## CAMPUS

The college campus, consisting of about three thousand acres, gives every opportunity for out-of-door life and exercise. There is a lake where students enjoy boating and swimming in fall and spring, and skating in winter. There is an athletic field containing a hockey field, basket-ball courts and tennis courts. Riding, driving, and cross-country walking are particularly enjoyable because of the beauty of the campus and surrounding Blue Ridge Mountain country.

## FARM

Part of the campus is given up to the farm and dairy which supply the college with fruits, vegetables, milk and cream.

## HEALTH

A physician who has had the best training and wide experience resides on the campus and has charge of the health of the students. All students are required to take physical examinations upon entering the college and the exercise is prescribed by the physician.

Owing to the possibility of much out-door life, the exceptionally fine climate, and the excellent water supply, students keep uniformly well, and many students who could not take college courses in places more confining, or of more rigorous climate, can work here and steadily improve in health.

## **RELIGIOUS LIFE**

While not sectarian, the college emphasizes the principles of Christianity and tries to have them exemplified in its life. Daily devotional exercises are held every morning at eight o'clock. Church services are held every Sunday morning. Attendance is required at the daily and Sunday services.

Classes are organized for Bible study. Three-hour courses are offered as elective work counting toward the A. B. degree. One-hour courses, open to all students, are offered.

A branch of the Young Women's Christian Association conducts weekly meetings, and is engaged in practical work.

The religious work is in charge of the resident Chaplain, who devotes all his time to the work at the college, and who is able to come into close personal touch with the students.

## **GOVERNMENT**

The discipline of the college, as well as its other phases, aims to be educative, and students are led to be self-directing as far as possible. To this end as much freedom from rules is given as is consistent with the regular life of the school.

A Student Government Association has been organized which controls order and promptness in all places not directly under the control of a member of the Faculty, by laws of its own making which have been approved by the Faculty.

All trips away from the college, whether to Lynchburg or elsewhere, and the reception of guests, are subject to the permission of the President and her requirements regarding chaperonage.

## REGULATIONS REGARDING RETURN AFTER HOLIDAYS

In case any student will not be at Sweet Briar by the time specified for registration, she is required to notify the President before the close of the vacation, either by letter or telegram, explaining her absence. She is not to return to Sweet Briar until she has received permission to do so from the Faculty.

In cases where there is no reasonable excuse, the Faculty may decide that a student will not be permitted to return to Sweet Briar for the remainder of the half-year.

In other cases, after considering excuses, the Faculty may allow students to return within a shorter time.

In cases of severe illness, or other serious occurrence, students will be permitted to return as soon as possible.

## MISCELLANEOUS

The Sweet Briar omnibus runs between the college buildings and the station, but meets regularly only certain trains. Persons expecting to arrive or depart should send word to the Business Manager.

The college may be reached by long distance telephone from Lynchburg.

In sending telegrams, better service is secured by using the Postal Telegraph Company.

All articles sent by freight or express should be prepaid.

Each student supplies her own soap and towels and an extra blanket or quilt.

All garments sent to the laundry must be marked with Cash's woven names. These may be obtained through any large department store. Laundry books containing laundry regulations and lists may be purchased at the college.

## STUDENTS IN THE COLLEGE DEPARTMENT

### SENIORS

Green, Elizabeth Temple.....	Charles Town, West Virginia.
Hayes, Ellen Van Valzah.....	Bellefonte, Pennsylvania.
Maurice, Ruth.....	New York City.
Munroe, Abbie Budd .....	Quincy, Florida.
Patton, Rebekah Everett.....	Catlettsburg, Kentucky.
Portmann, Laura.....	Canton, Ohio.
Swain, Alice Greenleaf.....	East Orange, New Jersey.
Washburn, Henrietta Mumford.....	Philadelphia, Pennsylvania.

### JUNIORS

Evans, Harriet McNair.....	Amherst, Virginia.
Grant, H. Margaret.....	Oberlin, Ohio.
Pennypacker, Frances Wheatley.....	Phoenixville, Pennsylvania.
Schutte, Anna Margaret.....	Lancaster, Pennsylvania.
Weisiger, Louise Page.....	Richmond, Virginia.

### SOPHOMORES

Banister, Margaret Sandford .....	Lynchburg, Virginia.
Camp, Antoinette Gay .....	Franklin, Virginia.
Eckart, Margaret Waller .....	Oak Park, Illinois.
Erck, Clare Anna .....	Philadelphia, Pennsylvania.
Forbush, Rachel Byard .....	Oak Park, Illinois.
Harrison, Harriet Zailey .....	Duluth, Minnesota.
Howison, Ellen Moore .....	Staunton, Virginia.
Johnson, Marjorie Payne .....	West Chester, Pennsylvania.
Lydecker, Dorothy .....	Englewood, New Jersey.

Patton, Sarah Felicia .....	Catlettsburg, Kentucky.
Pennypacker, Mary Griffin .....	Phoenixville, Pennsylvania.
Prange, Norma Bodenstein .....	Sheboygan, Wisconsin.
Russell, Constance Mary .....	New Britain, Connecticut.
Stockdale, Jean Frances .....	Swarthmore, Pennsylvania.
Stout, Rebecca .....	Montgomery, Alabama.
White, Annie Mell .....	Walton, New York.

### FRESHMEN

Abraham, Sylvia Faye .....	Southern Pines, North Carolina.
Altschuler, Frances .....	Hackensack, New Jersey.
Bennett, Louise .....	Indianapolis, Indiana.
Bissell, Mary Elwell .....	Cleveland, Ohio.
Bowman, Beatrice Eleanor .....	Mount Vernon, New York.
Broughton, Ruth Sarah .....	Oak Park, Illinois.
Brown, Lucy Clay .....	Richmond, Virginia.
Brown, Anne Zalinda .....	Camden, Arkansas.
Bull, Helen Perkins .....	Oak Park, Illinois.
Christie, Edith .....	Montclair, New Jersey.
Corry, Alice Hoyt .....	Quincy, Florida.
Crump, Henrietta Beverley .....	Richmond, Virginia.
Darden, Martha .....	Suffolk, Virginia.
Dick, Alice Mae .....	Oak Park, Illinois.
Dittenhaver, Esther .....	Toledo, Ohio.
DuShane, Marjorie .....	St. Paul, Minnesota.
Fry, Helen Barr .....	Philadelphia, Pennsylvania.
Gibson, Margaret .....	Mount Vernon, New York.
Grammer, Dorothy .....	Philadelphia, Pennsylvania.
Henderson, Jane .....	Bellevue, Virginia.
Huntley, Floy Luzerna .....	Covington, Virginia.
Jones, Martha Ellen .....	Frankfort, Indiana.
Kimball, Louise Lytle .....	Pittsburg, Pennsylvania.
Krieg, Constance Gwynne .....	Minneapolis, Minnesota.

Lloyd, Rachel May .....	Toledo, Ohio.
McIlravy, Ruth Alice .....	Tarrytown, New York.
McKee, Mariana .....	Princeton, Illinois.
Mitchell, Frances Clayton .....	Columbia, Missouri.
Munce, Nancy Turnbull .....	Charleston, West Virginia.
Palmer, Elsie Adelaide .....	Twin Branch, West Virginia.
Pfister, Bertha S. ....	Amherst, Virginia.
Pinkerton, Eleanor Dawson .....	Norfolk, Virginia.
Purcell, Dorothy .....	Alliance, Ohio.
Sandmeyer, Ida Virginia .....	Columbus, Texas.
Schreier, Barbara Lynda .....	Sheboygan, Wisconsin.
Shirk, Ida Rosina .....	Hanover, Pennsylvania.
Sprague, Louise Heegaard .....	Evanston, Illinois.
Steele, Genie Morgan .....	Columbus, Mississippi.
Strachan, Marguerite Kirk .....	Detroit, Michigan.
Thorpe, Helene .....	Detroit, Michigan.
Tyler, Jane .....	Hagerstown, Maryland.
Webster, Marian Dorothy .....	Minneapolis, Minnesota.
Whitehead, Mary Louise .....	Amherst, Virginia.
Whittet, Bessie Grant .....	Richmond, Virginia.
Williams, Jessie Evans .....	Boonville, Missouri.

#### SUB-FRESHMEN AND IRREGULAR STUDENTS

Abraham, Gladys Mary .....	Southern Pines, North Carolina.
Adams, Dorothy .....	Cambridge, Massachusetts.
Anderson, Grace Lydia .....	Lakewood, Ohio.
Armistead, Velma .....	Memphis, Tennessee.
Bacharach, Marion .....	Milwaukee, Wisconsin.
Baker, Clara Belle .....	Springfield, Illinois.
Barber, Julia .....	New York City.
Barber, Mary .....	New York City.
Battey, Alice Lowther .....	Savannah, Georgia.
Bauer, Anna Marie .....	Portsmouth, Ohio.

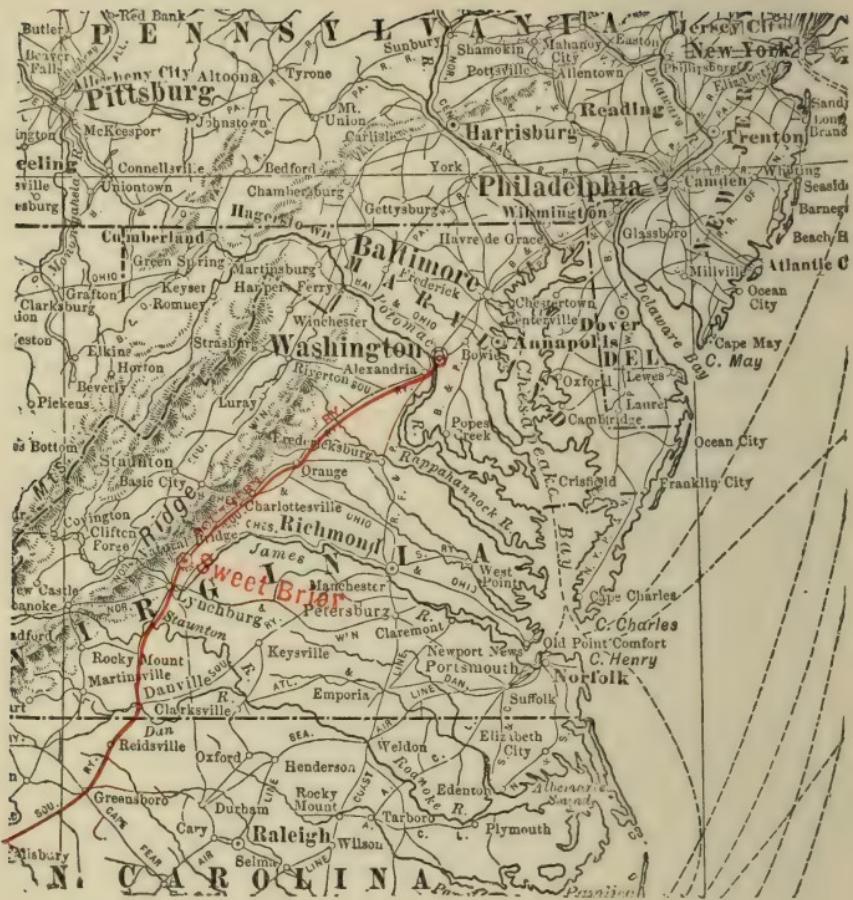
Beavers, Jessie Beatrice .....	Grafton, West Virginia.
Bertrand, Dorothy .....	Richmond, Texas.
Beveridge, Anna Harwood .....	Richmond, Virginia.
Bilhuber, Gertrude .....	Maywood, New Jersey.
Birkhoff, Gertrude .....	Chicago, Illinois.
Bolinger, Elizabeth Summer .....	Waco, Texas.
Bomann, Ruth Marian .....	Plainfield, New Jersey.
Bridgeforth, Bertha Lee .....	Kenbridge, Virginia.
Browne, Helen Converse .....	Waupaca, Wisconsin.
Browne, Katherine Warren .....	Waupaca, Wisconsin.
Bryan, Cora Louise .....	Houston, Texas.
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Burns, Susan Kathryne .....	Hinsdale, Illinois.
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Busey, Hester MacClanahan .....	Lynchburg, Virginia.
Cann, Florence Barnard .....	Savannah, Georgia.
Cansler, Sarah McCorkle .....	Charlotte, North Carolina.
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Carrington, Leila .....	Anniston, Alabama.
Carrell, Cornelia Dotterer .....	Clarksdale, Mississippi.
Chapin, Florence Lyle .....	Richmond, Virginia.
Cohen, Dorothea Barbara .....	Kansas City, Missouri.
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Cox, Margery .....	Melrose Highlands, Massachusetts.
Davis, Mary Elizabeth .....	Birmingham, Alabama.
Deutsch, Dorothy Alys .....	Chicago, Illinois.
Dillard, Mary Hardina .....	Birmingham, Alabama.
Dixon, Jessie Dale .....	Savannah, Georgia.
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Guggenheimer, Daisy Isabel .....	Lynchburg, Virginia.
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Gwathmey, Mary Tayloe .....	Nashville, Tennessee.
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Heurtley, Katharine .....	Oak Park, Illinois.
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Peterson, Irma Winifred .....	Chicago, Illinois.
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Recker, Margaret .....	Indianapolis, Indiana.
Redmund, Helen Dorothy .....	Chicago, Illinois.
Rickard, Elizabeth D. ....	Summit, New Jersey.
Roberts, Esther Hurlbut .....	Oak Park, Illinois.
Roberts, Hazel Elaine .....	Albany, New York.
Rodes, Mary .....	Danville, Kentucky.
Saul, Gladys Florence .....	Richmond, Virginia.
Schafer, Adah Annette .....	Carrollton, Illinois.
Schlemmer, Dorothy .....	Austin, Texas.
Schummers, Gladys Elizabeth .....	Fairport, New York.
Scott, Julia Baxter .....	Charlotte, North Carolina.
Sebring, Eva Louise .....	Sebring, Ohio.

Shenehon, Clare Mary Constance	Minneapolis, Minnesota.
Skillern, Inez	Boise, Idaho.
Smythe, Sadie Lois	Greenville, Mississippi.
Spady, Maria Ann Jarvis	Cape Charles, Virginia.
Spahr, Elizabeth Fine	Princeton, New Jersey.
Stanford, Elizabeth Louise	Washington, D. C.
Starling, Clarissa May	Sanford, Florida.
Steves, Edna Margaret	San Antonio, Texas.
Stiles, Marina	Thrall, Texas.
Storey, Hildegarde	Houston, Texas.
Tayloe, Elizabeth	Washington, North Carolina.
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Thomas, Ria Binford	Roanoke, Virginia.
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Thompson, Minette	Houston, Texas.
Timpson, Vera Hartwell	San Antonio, Texas.
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Tutwiler, Mary Emilie	Memphis, Tennessee.
Valentine, Martha Chamberlayne	Richmond, Virginia.
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Waite, Mildred	Newark, New Jersey.
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Watkins, Ruth	Minden, Louisiana.
Wayman, Pearl	Emporia, Kansas.
Wheelwright, Esther	Buckhead Springs, Virginia.
White, Eudalia Glenn	East Orange, New Jersey.
Wilcox, Dorothy	Austin, Texas.
Williams, Helen Downman	Richmond, Virginia.
Williams, Sue Clark	Boonville, Missouri.
Wilson, Sarah Rogan	Birmingham, Alabama.
Wortham, Clara Root	San Antonio, Texas.
Zeehandelaar, Lois	Los Angeles, California.



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UNIVERSITY OF ALABAMA  
APR. 1915

# Sweet Briar College

SWEET BRIAR, VIRGINIA



1914-1915



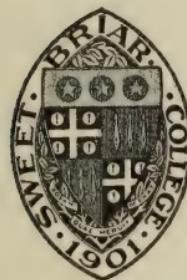
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The Ninth Year Book

OF

# Sweet Briar College

SWEET BRIAR, VIRGINIA



1914-1915

“This bequest, devise and foundation are made in fulfillment of my own desire, and of the especial request of my late husband, James Henry Williams, solemnly conveyed to me by his last will and testament, for the establishment of a perpetual memorial of our deceased daughter, Daisy Williams.”—*From the will of Mrs. Indiana Fletcher Williams, founder of Sweet Briar Institute.*

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# CALENDAR-1914

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**1916**

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## **COLLEGE CALENDAR**

### **1915**

**January 25th to 30th**—Mid-year examinations.

**February 1st**—Opening of second semester.

**March 12th to 22d**—Spring recess.

**May 31st**—Sixth annual commencement.

College closes June 1st at 6:00 p. m.

**September 22d**—Opening of tenth college year.

**November 19th**—Founder's Day.

**December 25th**—Thanksgiving holiday.

**December 17th to January 4th, 1916**—Christmas recess.

### **1916**

**January 24th to 29th**—Mid-year examinations.

**January 31st**—Opening of second smester.

**March 17th to 27th**—Spring recess.

**June 5th**—Seventh annual commencement.

College closes June 6th at 6 p. m.

## **BOARD OF DIRECTORS**

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*Washington, Va.*

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*Philadelphia, Pa.*

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*Lynchburg, Va.*

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*Portsmouth, Va.*

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*Instructor in English*

BLANCHE PRENEZ

Graduate of the Sorbonne; Student at Oxford University  
*Instructor in French*

EMMA LIARDET

Graduate of Ecole Supérieure de Jeunes Filles, Lausanne, Switzerland  
*Instructor in French*

NANNIE TIMBERLAKE

Mary Baldwin Seminary  
*Instructor in Latin*

WILLIAM BLAND DEW

*Treasurer and Business Manager*

FANNIE T. CARROLL

*Superintendent of the Housekeeping Department*

MARION LATIMER PEELE

*Secretary to the President*

- JESSIE BROWN

*Librarian*

## FACULTY COMMITTEES

*Executive Committee*—Miss Benedict, Miss Fraser, Dr. Harley, Miss Howland, Dr. Jones, Mr. Lewis, Miss McLaws, Mr. McMaster, Miss Patteson, Miss Sparrow, Miss Stevenson, Miss Young.

*Committee on Lectures and Entertainments*—Dr. Jones, Miss Sparrow, Miss Young.

*Committee on the Library*—Miss Bartlett, Miss Fraser, Miss McLaws, Miss Morenus.

*Committee on Student Publications*—Dr. Jones, Miss Hadley, Miss Sparrow.

*Committee on Athletics*—Dr. Harley, Miss Gascoigne.

*Committee on Student Organizations*—Miss Benedict, Miss Ballou, Miss Chaney, Miss Crawford, Miss Estill, Miss Gascoigne, Miss Hadley, Miss Howland, Miss Hutter, Miss McLaws, Miss Morenus, Miss Liardet, Miss Prenez, Miss Stevenson, Miss Ward, Miss Wilson.

## **LOCATION**

Sweet Briar College is located in the Piedmont section of Virginia, twelve miles north of Lynchburg, and one hundred and fifty miles south of Washington (see map, page 76).

## **FOUNDATION**

The college was founded by the will of Mrs. Indiana Fletcher Williams, who died in November, 1900. It was chartered in February, 1901, according to the conditions of the will, under the control of a self-perpetuating Board of Directors. It was founded as a non-sectarian institution. The first session opened in September, 1906, and the first degrees were awarded in June, 1910.

## **CURRICULUM**

The curriculum provides for a four years' college course leading to the degree of A. B. This course presupposes four years of high school work of regular college preparatory grade.

A preparatory department is maintained at Sweet Briar. Announcements concerning this department, are made in a separate circular which will be furnished on application to the secretary of the college.

## ADMISSION

Applicants for admission to the freshman class must be at least sixteen years of age and must offer work amounting to fifteen units\* as follows:

### I. PRESCRIBED.

English, three units;  
History, one unit;  
Mathematics, three units;  
Latin, four units;  
Second language, two units.

French or  
German.

### II. ELECTIVE.

The remaining two units may be chosen in accordance with any of the three following plans. Notice that one unit of French or German is not accepted. If French or German is offered, not less than two units must be offered. Where a third year of either language is offered, the one unit will be accepted.

#### *Plan 1*

French or } (third year work) —one unit.  
German }

History or  
Chemistry or  
Physics or  
Botany } —one unit.

#### *Plan 2*

German or } —two units.  
French }

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\*A unit means a year's work, of five recitations a week.

*Plan 3*

History or  
Chemistry or  
Physics or  
Botany } two units.  
(only one unit of one subject.)

Candidates will not be admitted if conditioned in more than two subjects.

In detail the requirements are:

**ENGLISH (3 Units)**

No candidate will be accepted in English whose work is notably deficient in point of spelling, punctuation, grammar, or division into paragraphs.

**REQUIREMENTS FOR 1915-19**

(a.) READING AND PRACTICE—The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature, by giving her a first-hand knowledge of some of its best specimens. She should read the books carefully, but her attention should not be so fixed upon details that she fails to appreciate the main purpose and charm of what she reads.

With a view to large freedom of choice, the books provided for reading are arranged in the following groups, from each of which at least two selections are to be made, except as otherwise provided under Group I.

Group I. Classics in Translation.—*The Old Testament*, comprising at least the chief narrative episodes

in *Genesis*, *Exodus*, *Joshua*, *Judges*, *Samuel*, *Kings*, and *Daniel*, together with the books of *Ruth* and *Esther*. The *Odyssey*, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII. The *Iliad*, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI. The *Aeneid*.

The *Odyssey*, *Iliad*, and *Aeneid* should be read in English translations of recognized literary excellence.

For any selection from this group a selection from any other group may be substituted.

Group II. Shakespeare: *Midsummer Night's Dream*, *Merchant of Venice*, *As You Like It*, *Twelfth Night*, *The Tempest*, *Romeo and Juliet*, *King John*, *Richard II*, *Richard III*, *Henry V*, *Coriolanus*, *Julius Cæsar*, *Macbeth*, *Hamlet*. (No one of the last three may be taken if chosen for study under B.)

Group III. Prose Fiction. Malory: *Morte d'Arthur* (about 100 pages); Bunyan: *Pilgrim's Progress*, *Part I*; Swift: *Gulliver's Travels* (voyages to Lilliput and to Brobdingnag); Defoe: *Robinson Crusoe*, *Part I*; Goldsmith: *The Vicar of Wakefield*; Frances Burney (Madame d'Arblay): *Evelina*; Scott: any one of the novels; Jane Austen: any one of the novels; Maria Edgeworth: *Castle Rackrent*, or *The Absentee*; Dickens: any one of the novels; Thackeray: any one of the novels; George Eliot: any one of the novels; Mrs. Gaskell: *Cranford*; Kingsley: *Westward Ho!* or *Hereward the Wake*; Reade: *The Cloister and the Hearth*; Blackmore: *Lorna Doone*; Hughes: *Tom Brown's School-days*; Stevenson: any one of the novels which are out of copyright; Cooper: any one

of the novels; Poe: *Selected Tales*; Hawthorne: any one of the novels which are out of copyright; a collection of *Short Stories* by various standard writers.

Group IV. Essays, Biography, etc. Addison and Steele: *The Sir Roger de Coverley Papers*, or selections from *The Tatler* and *The Spectator* (about 200 pages); Boswell: Selections from the *Life of Johnson* (about 200 pages); Franklin: *Autobiography*; Irving: Selections from the *Sketch Book* (about 200 pages), or the *Life of Goldsmith*; Southeby: *Life of Nelson*; Lamb: Selections from the *Essays of Elia* (about 100 pages); Lockhart: Selections from the *Life of Scott* (about 200 pages); Thackeray: Lectures on *Swift, Addison, and Steele* in the *English Humorists*; Macaulay: one of the following essays: *Lord Clive, Warren Hastings, Milton, Addison, Goldsmith, Frederic the Great, Madame d'Arblay*; Trevelyan: Selections from the *Life of Macaulay* (about 200 pages); Ruskin: *Sesame and Lilies*, or *Selections* (about 150 pages); Dana: *Two Years before the Mast*; Lincoln: *Selections*, including at least the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, and the letter to Horace Greeley, together with a brief memoir or estimate of Lincoln; Parkman: *The Oregon Trail*; Thoreau: *Walden*; Lowell: *Selected Essays* (about 150 pages); Holmes: *The Autocrat of the Breakfast Table*; Stevenson: *An Inland Voyage and Travels with a Donkey*; Huxley: *Autobiography* and selections from *Lay Sermons*, including the addresses on *Improving Natural Knowledge, A Liberal Education, and A Piece of*

*Chalk*; a collection of *Essays* by Bacon, Lamb, De Quincey, Hazlitt, Emerson, and later writers; a collection of *Letters* by various standard writers.

Group V. Poetry. Palgrave: *Golden Treasury (First Series)*: Books II and III, with special attention to Dryden, Collins, Gray, Cowper, and Burns; Palgrave: *Golden Treasury (First Series)*: Book IV, with special attention to Wordsworth, Keats and Shelley (if not chosen for study under B); Goldsmith: *The Traveller* and *The Deserted Village*; Pope: *The Rape of the Lock*; a collection of English and Scottish Ballads, as, for example, *Robin Hood* ballads, *The Battle of Otterburn*, *King Estmere*, *Young Beichan*, and *Berwick and Grahame*, *Sir Patrick Spens*, and a selection from later ballads; Coleridge: *The Ancient Mariner*, *Christabel*, and *Kubla Khan*; Byron: *Childe Harold, Canto III*, or *Canto IV*, and *The Prisoner of Chillon*; Scott: *The Lady of the Lake*, or *Marmion*; Macaulay: *The Lays of Ancient Rome*, *The Battle of Naseby*, *The Armada*, *Ivry*; Tennyson: *The Princess*, or *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; Browning: *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*, *The Italian in England*, *The Patriot*, “*De Gustibus—*,” *The Pied Piper*, *Instans Tyrannus*; Arnold: *Sohrab and Rustum* and *The Forsaken Merman*; Selections from *American Poetry*, with special attention to Poe, Lowell, Longfellow, and Whittier.

(b.) STUDY AND PRACTICE—This part of the requirement is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions. The books provided for study are arranged in four groups, from each of which one selection is to be made.

Group I. Drama. Shakespeare: *Julius Cæsar*, *Macbeth*, *Hamlet*.

Group II. Poetry. Milton: *L'Allegro*, *Il Penseroso*, and either *Comus* or *Lycidas*; Tennyson: *The Coming of Arthur*, *The Holy Grail*, and *The Passing of Arthur*; the selections from Wordsworth, Keats, and Shelley in *Book IV* of Palgrave's *Golden Treasury* (*First Series*).

Group III. Oratory. Burke: *Speech on Conciliation with America*; Macaulay: *Speeches on Copyright* and Lincoln: *Speech at Cooper Union*; Washington: *Farewell Address*; and Webster: *First Bunker Hill Oration*.

Group IV. Essays. Carlyle: *Essay on Burns*, with a selection from Burns's *Poems*; Macaulay: *Life of Johnson*; Emerson: *Essay on Manners*.

## HISTORY (1 or 2 Units)

### PRESCRIBED POINT.

For the prescribed point in history, the student must present one of the following subjects:

(a) Ancient history, with special reference to Greek and Roman history. A short introductory

study of the most ancient nations is desirable, as well as a brief sketch of the main events in the Middle Ages, from the fall of Rome to the death of Charlemagne.

(b) English history, with reference to the social as well as the political development.

(c) American history and elementary civil government.

Each of the foregoing topics is intended to represent one full year's course with five recitations a week, or two years with three hours a week.

The student is expected to be able to handle any of the standard preparatory text-books, such as Andrew's *History of England*, or West's *Ancient History*; to have acquired a sufficient historical vocabulary to enable her to read the more advanced works intelligently, and to have had some little training in the writing of abstracts. The student is expected, also, to have had some practice in the drawing of maps, and may be called on in examination to show her knowledge of geography either by her own drawings, or by the location of places on an outline map.

Students entering on certificate are expected to have taken the course in history, not earlier than the third or fourth year of high school work.

Ancient history is recommended as affording the best preparation for the freshman course.

#### ELECTIVE POINT.

A candidate may offer any one of these three subjects as a second point in history (see pages 12-13), provided that one of the points be ancient history,

and that both points be taken in the last three years of the preparatory work.

### MATHEMATICS (3 Units)

(a) ALGEBRA.—(1) To Quadratics: The four fundamental operations for rational algebraic expressions; factoring, determination of highest common factor and lowest common multiple by factoring; fractions, including complex fractions; ratio and proportion; linear equations, both numerical and literal, containing one or more unknown quantities; problems depending on linear equations; radicals, including the extraction of the square root of polynomials and of numbers; exponents, including fractional and negative.

(2) Quadratics and Beyond: Quadratic equations, both numerical and literal; simple cases of equations with one or more unknown quantities that can be solved by the methods of linear or quadratic equations; problems depending on quadratic equations; the binomial theorem for positive integral exponents; the formulas for the  $n$ th term and the sum of the terms of arithmetical and geometrical progression, with applications.

It is assumed that pupils will be required throughout the course to solve numerous problems which involve putting questions into equations. Some of these problems should be chosen from mensuration, from physics, and from commercial life. The use of graphical methods and illustrations, particularly in connection with the solution of equations, is also expected.

(b) PLANE GEOMETRY.—The usual theorems and construction of good text-books, including the general properties of plane rectilinear figures; the circle and the measurements of angles; similar polygons; areas; regular polygons and the measurement of the circle; the solution of numerous original exercises, including loci problems; application to the mensuration of lines and plane surfaces.

### LATIN (4 Units)

For the present either the new requirements or the old may be offered. The new requirements are preferred.

#### NEW REQUIREMENTS.

The Latin reading must be not less in amount than Cæsar, *Gallic War*, I-IV; Cicero, *Archias*, the *Manilian Law*, the orations against Catiline; Virgil, *Æneid*, I-VI. The amount of reading specified above should be selected from the following authors and works. Cæsar (*Gallic War* and *Civil War*) and Nepos (*Lives*); Cicero (orations, letters, and *De Senectute*) and Sallust (*Catiline* and *Jugurthine War*); Virgil (*Bucolics*, *Georgics*, and *Æneid*) and Ovid (*Metamorphoses*, *Fasti*, and *Tristia*).

The following prescribed reading must be offered by all candidates: Cicero, orations for the Manilian Law and for Archias, and Virgil, *Æneid*, I, II, and either IV or VI, at the option of the candidate.

In grammar and composition it is expected that the student have thorough knowledge of all regular

inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read, with ability to use this knowledge in writing Latin prose.

It is especially urged that throughout the entire period of preparation, emphasis be given to sight reading and to regular work in prose composition.

#### OLD REQUIREMENTS.

LATIN GRAMMAR.—The inflections; the simpler rules for composition and derivation of words, syntax of cases and the verbs; structure of sentences in general, with particular regard to relative and conditional sentences, indirect discourse, and the subjunctive.

LATIN COMPOSITION.—Translation into Latin of detached sentences, and very easy continuous prose based upon Cæsar and Cicero.

CÆSAR.—Any four books of the *Gallic War*, preferably the first four.

CICERO.—Any six orations from the following list, but preferably the first six mentioned: The four orations against Catiline, Archias, the Manilian Law, Marcellus, Roscius, Milo, Sestius, Ligarius, the fourteenth Philippic.

VIRGIL.—The first six books of the *Aeneid*, and so much prosody as relates to accent, versification in general, and dactylic hexameter.

ADVANCED PROSE COMPOSITION, consisting of continuous prose of moderate difficulty based on Cicero.

SIGHT TRANSLATION OF PROSE of no greater difficulty than the easier portions of Cicero's orations.

### **GREEK (3 Units)**

**GREEK GRAMMAR AND COMPOSITION.**—The topics are similar to those detailed under Latin Grammar and Composition. The examination in grammar and prose composition will be based on the first two books of Xenophon's *Anabasis*.

**XENOPHON.**—The first four books of the *Anabasis*.

**HOMER.**—The first three books of the *Iliad* (omitting II, 494 to end), and the Homeric constructions, forms and prosody.

**ADVANCED PROSE COMPOSITION**, consisting of continuous prose based on Xenophon and other Attic prose of similar difficulty.

SIGHT TRANSLATION OF PROSE of no greater difficulty than Xenophon's *Anabasis*.

### **FRENCH (2 or 3 Units)**

The requirements follow the recommendations of the Modern Language Association embodied in Document No. 62 of the College Entrance Examination Board.

#### **2-UNIT REQUIREMENT.**

At the end of the elementary course the pupil should be able to pronounce French accurately, to read at sight easy French prose, to put into French simple English sentences taken from the language of every-day life or based upon a portion of the French text read, and

to answer questions on the rudiments of the grammar as defined below.

During the first year the work should comprise:

1. Careful drill in pronunciation.
2. The rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions; the order of words in the sentence, and the elementary rules of syntax.

3. Abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression.

4. The reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read (the teacher giving the English), and in reproducing from memory sentences previously read.

5. Writing French from dictation.

Suitable texts for the first year are: A well graded reader for beginners; Bruno, *le Tour de la France*; Compayré *Yvan Gall*; Laboulaye, *Contes bleus*; Malot, *Sans famille*.

During the second year the work should comprise:

1. The reading of from 200 to 400 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches.

2. Constant practice, as in the previous year, in translating into French easy variations upon the texts read.

3. Frequent abstracts, sometimes oral and sometimes written, of portions of the texts already read.
4. Writing French from dictation.
5. Continued drill upon the rudiments of grammar, with constant application in the construction of sentences.
6. Mastery of the forms and use of pronouns, pronominal adjectives, of all but the rare irregular verb forms, and of the simpler uses of the conditional and subjunctive.

Suitable texts for the second year are: Daudet, *le Petit Chose*; Erckmann-Chatrian, stories; Halévy, *l'Abbé Constantin*; Labiche et Martin, *le Voyage de M. Perrichon*; Lavisse, *Histoire de France*.

### 3-UNIT REQUIREMENT.

At the end of the intermediate course the pupil should be able to read at sight ordinary French prose or simple poetry, to translate into French a connected passage of English based on the text read, and to answer questions involving a more thorough knowledge of syntax than is expected in the elementary course.

The work should comprise the reading of from 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form; constant practice in giving French paraphrases, abstracts or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation.

Suitable texts for the third year are: Bazin, *les Oberlé*; Dumas, novels; Mérimée, *Colomba*; Sandeau, *Mlle. de la Seiglière*; Tocqueville, *Voyage en Amérique*.

## **GERMAN (2 or 3 Units)**

The requirements follow the recommendations of the Modern Language Association embodied in Document No. 62 of the College Entrance Examination Board.

### **2-UNIT REQUIREMENT.**

At the end of the elementary course in German, the pupil should be able to read at sight, and to translate, if called upon, by way of proving ability to read, a passage of very easy dialogue or narrative prose, help being given upon unusual words and constructions, to put into German short English sentences taken from the language of every-day life or based upon the text given for translation, and to answer questions upon the rudiments of grammar as defined below.

During the first year the work should comprise :

1. Careful drill upon pronunciation.
2. The memorizing and frequent repetition of easy colloquial sentences.
3. Drill upon the rudiments of grammar, that is, upon the inflection of the articles, of such nouns as belong to the language of every-day life, of adjectives, pronouns, weak verbs and the more usual strong verbs; also upon the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word-order.
4. Abundant easy exercises designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression.

5. The reading of from 75 to 100 pages of graduated texts from a reader, with constant practice in translating into German easy variations upon sentences selected from the reading lesson (the teacher giving the English), and in the reproduction from memory of sentences previously read.

\*Suitable texts for the first year are: After one of the many Readers especially prepared for beginners, Meissner's *Aus meiner Welt*; Blüthgen's *Das Peterle von Nürnberg*; Storm's *Immensee*, or any of Baumbach's short stories.

During the second year the work should comprise:

1. The reading of from 150 to 250 pages of literature in the form of easy stories and plays.

2. Accompanying practice, as before, in the translation into German of easy variations upon the matter read and also in the off-hand reproduction, sometimes orally and sometimes in writing, of the substance of short and easy selected passages.

3. Continued drill upon the rudiments of grammar, directed to the ends of enabling the pupil, first, to use her knowledge with facility in the formation of sentences, and, secondly, to state her knowledge correctly in the technical language of grammar.

\*Suitable texts for the second year are: Gerstacker's *Germelshausen*; Eichendorff's *Aus dem Leben eines Taugenichts*; Wildenbruch's *Das edle Blut*; Jensen's *Die braune Erica*; Seidel's *Leberecht Hühnchen*; Fulda's *Unter vier Augen*; Benedix's *Lustspiele* (any one).

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\*During each year at least six German poems should be committed to memory.

### 3-UNIT REQUIREMENT.

At the end of the intermediate course the pupil should be able to read at sight German prose of ordinary difficulty, whether recent or classical; to put into German a connected passage of simple English, paraphrased from a given text in German; to answer any grammatical questions relating to the usual forms and essential principles of the language, including syntax and word formation, and to translate and explain (so far as explanation may be necessary) a passage of classical literature taken from some text previously studied.

The work should comprise, in addition to the elementary course, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, paraphrases, abstracts, or reproductions from memory of selected portions of the matter read; also grammatical drill upon the less usual strong verbs, the use of articles, cases, auxiliaries of all kinds, tenses and modes (with special reference to the infinitive and subjunctive), and likewise upon word-order and word-formation.

\*Suitable texts for the third year are: Heyse's, Riehl's, Keller's, Storm's, Meyer's, Ebner-Eschenbach's, W. Raabe's, *Novellen* or *Erzählungen*; Schiller's *Wilhelm Tell*; Freytag's *Die Journalisten*; Heine's *Harzreise*.

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\*During each year at least six German poems should be committed to memory.

## **CHEMISTRY (1 Unit)**

The preparation in chemistry should cover at least one full session, with three recitations a week, and should include the study of one standard text-book, to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws of elementary chemistry. In addition to the three recitations, four periods weekly should be devoted to practical tests and experiments performed by the students individually under the direction of the teacher. Every candidate must present at the time of, and as a part of, the examination in chemistry a note-book containing in the candidate's own language a description of her laboratory exercises, the steps, observations, and results of each exercise being carefully recorded. The record should be well-ordered, plainly legible, and concise. The note-book must bear the endorsement of the teacher, certifying that the notes are a true record of the student's work.†

## **PHYSICS (1 Unit)**

The requirements in physics are in every respect similar to those in chemistry. The candidate is required to have studied for a full session one standard text-book and to have done individual laboratory work. As in chemistry, she must be prepared to show her laboratory note-book, properly certified by her instructor.

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†In Document No. 62 of the College Entrance Examination Board may be found a list of sixty experiments adapted to the high school course.

## **BOTANY (1 Unit)**

The preparation in botany should cover at least one full session, and should include individual laboratory work. This course should comprise: (1) The general principles of (a) Anatomy and Morphology, (b) Physiology, and (c) Ecology; (2) The natural history of the plant groups, and classification.

For further details see Document No. 62 of the College Entrance Examination Board already referred to.

## **ADMISSION TO ADVANCED STANDING**

When advanced standing is asked for, request for it must be submitted to the executive committee through the heads of the departments in which this standing is asked. Full credits will not be given until after the completion of the first semester's work. No student will be allowed to graduate with less than one year of residence work.

## **DEGREES**

The A. B. degree is the only degree given at present.

## **CERTIFICATES**

The college will accept, instead of examinations, certificates from schools doing standard college preparatory work. Application for admission on certificate should be made to the President, and should be accompanied by a full statement of the college preparatory course offered by the school, and the amount of work done by the student who wishes to enter.

## **REGISTRATION**

Students wishing to be enrolled should send (1) an application for admission, giving information regarding schools previously attended with names and addresses of principals; (2) a statement made and signed by the principal of the school last attended showing the subjects studied and amount of work covered in each subject; (3) a registration fee of ten dollars. In cases where students are not introduced through students or friends of the college, names of references are required.

Blanks for (1) and (2) will be forwarded on application to the President.

Rooms are not reserved until the above conditions are complied with.

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## **COURSE OF INSTRUCTION**

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It is the aim of the curriculum to give the student freedom to choose lines of work which are in accord with her natural tendencies and previous preparation, and yet to give systematic training in the chosen line. Under the guidance of the chosen course, a student should secure a broad, general training with a central point of view, and should be prepared for any special work which she may desire to pursue after she has finished the college course. To this end a form of the so-called "group system" has been adopted.

The curriculum offers six courses: A, English; B, Modern Languages; C, Ancient Languages; D, History and Economics; E, Mathematics and Physics; F, Science.

Candidates for the degree of A. B. must complete sixty hours of work in conformity with one of the above courses. Not more than sixteen nor less than twelve hours may be taken by a student without special permission from the faculty; and not less than ten nor more than eighteen hours may be taken under any circumstances by candidates for the degree.

No student will be allowed to take any elective course without the consent of the head of the department in which the subject is elected.

# OUTLINE OF COURSES OF STUDY

COURSE A (English)	Hours	COURSE B (Modern Languages)	Hours	COURSE C (Ancient Languages)	Hours
FRESHMAN		FRESHMAN		FRESHMAN	
English I History I Latin I French II or III } or German II or III } Biology I or } Chemistry I }	3 3 3 3 3 3 3	English I History I Latin I French II or III } or German II or III } Biology I or } Chemistry I }	3 3 3 3 3 3 3	English I History I Latin I French II or III } or German II or III } Biology I or } Chemistry I }	3 3 3 3 3 3 3
SOPHOMORE		SOPHOMORE		SOPHOMORE	
English II History II French III or IV } or German III or IV } Latin II or } German I or II } or French I or II or } Greek I or II Elective	3 3 3 3 3 3 3 3 3	English II Latin II French III or IV } or German III or IV } German I or II } or French I or II Elective	3 3 3 3 3 3 3	English II Latin II French III or IV } or German III or IV } Greek I or II Elective	3 3 3 3 3 3
JUNIOR		JUNIOR		JUNIOR	
English Any Language Elective	3 3 9	French IV or V } or German IV or V } German II or III } or French II or III } Elective	3 3 3 3 9	Latin Greek Elective	3 3 9
SENIOR		SENIOR		SENIOR	
English Any Language Elective	3 3 9	French or } (adv.) German or } (adv.) French Elective	3 3 3 9	Latin (adv.) Greek (adv.) Elective	3 3 9

The Roman numerals refer to courses as numbered in the description of college courses as given on pages 43-70.

In junior and senior years where no Roman numeral is given the student may take courses marked junior elective in the junior year and courses marked senior elective in the senior year.

In course F the first science required must be the same throughout the four years. For example, if Biology I is taken in the freshman year Biology must be taken in the sophomore, junior, and senior years.

## OUTLINE OF COURSES OF STUDY—Con.

COURSE D (History and Economics)	Hours	COURSE E (Mathematics and Physics)	Hours	COURSE F (Science)	Hours
FRESHMAN		FRESHMAN		FRESHMAN	
English I History I Mathematics I or } Latin I French II or III } or German II or III } Biology I or } Chemistry I }	3 3 3 3 3 3 3 3	English I History I Mathematics I French II or III } or German II or III } Biology I or } Chemistry I }	3 3 3 3 3 3 3 3	English I History I Mathematics I French II or III } or German II or III } Biology I or } Chemistry I }	3 3 3 3 3 3 3 3
SOPHOMORE		SOPHOMORE		SOPHOMORE	
English II History II French III or IV } or German III or IV } Any Language Elective	3 3 3 3 3 3	English II Mathematics III Physics I or II French III or IV } or German III or IV } Elective	3 3 3 3 3 3	English II French III or IV } or German III or IV Biology IV or II or Chemistry II and III A Second Science Elective	3 3 3 3 3 3
JUNIOR		JUNIOR		JUNIOR	
History or } Economics Any Language Elective	3 3 9	Mathematics or } Physics Any Language Elective	3 3 9	Biology or } Chemistry A Second Science Elective	3 3 3 9
SENIOR		SENIOR		SENIOR	
History or } Economics Any Language Elective	3 3 9	Physics or } Mathematics Any Language Elective	3 3 9	Biology or } Chemistry A Second Science Elective	3 3 3 9

The Roman numerals refer to courses as numbered in the description of college courses as given on pages 43-70.

In junior and senior years where no Roman numeral is given the student may take courses marked junior elective in the junior year and courses marked senior elective in the senior year.

In course F the first science required must be the same throughout the four years. For example, if Biology I is taken in the freshman year Biology must be taken in the sophomore, junior, and senior years.

## **PHILOSOPHY**

PRESIDENT BENEDICT

I. PSYCHOLOGY. This course aims to give the student a grasp of mental facts, the power to analyze them, and an idea of their classification. It presents the science of psychology as a basis for the further study of philosophy. Angell's *Psychology* is used as a text, and collateral reading is carried on throughout the course in the works of James, Ladd, Sully, Külpe, Stout, Murray, and others.

*Three hours a week. One semester. Junior and senior elective.*

II. ETHICS. This course aims to give the student a grasp of ethical problems and to lead to a solution of them by a critical study of historical ethical theories. Dewey & Tufts' *Ethics* is used as a text, and reading is required from the works of Martineau, Sidgwick, and others.

*Three hours a week. One semester. Junior and senior elective.*

III. HISTORY OF ANCIENT AND MEDIEVAL PHILOSOPHY. This course aims to trace the movements of philosophic thought, beginning with the Greeks and going through the period of the Middle Ages.

*Three hours a week. One semester. Junior and senior elective.*

IV. HISTORY OF MODERN PHILOSOPHY. This course is a continuation of Course III, which is a prerequisite.

*Three hours a week. One semester. Junior and senior elective.*

## **ENGLISH**

PROFESSOR JONES

MISS HADLEY

I. COMPOSITION AND LITERATURE. In this course instruction is given in the theory and practice of English composition and in the history of English literature, along with assigned reading of prose and poetry illustrating its development. A text-book of English literature is used, frequent themes are assigned, and individual conferences are held.

*Three hours a week throughout the year.*

*Required of all freshmen.*

II. (a) ENGLISH LITERATURE OF THE EIGHTEENTH CENTURY, WITH SPECIAL REFERENCE TO THE CLASSICAL AND EARLY ROMANTIC SCHOOLS. Lectures; required reading; written reports.

*Three hours a week. First semester.*

(b) ENGLISH LITERATURE OF THE NINETEENTH CENTURY, WITH SPECIAL REFERENCE TO THE ROMANTIC POETS. Lectures; required reading; written reports.

*Three hours a week. Second semester.*

*Both (a) and (b) are required of all sophomores.*

III. (a) THE ELIZABETHAN DRAMA, WITH SPECIAL REFERENCE TO SHAKESPEARE. Lectures; required reading; written reports on assigned subjects.

(b) NON - DRAMATIC LITERATURE FROM SPENSER TO MILTON, INCLUSIVE. Lectures; written reports and reviews.

*Three hours a week. Second semester. Junior elective.*

IV. (a) ENGLISH LITERATURE FROM THE BEGINNING TO THE NORMAN CONQUEST. The work of this course includes the study of a text-book on Early English Literature, and the translation of selections from Bright's *Anglo-Saxon Reader* and *Beowulf*.

*Three hours a week. First semester. Senior elective.*

(b) ENGLISH LITERATURE FROM THE NORMAN CONQUEST TO 1400, WITH SPECIAL EMPHASIS ON THE WORK OF CHAUCER. Reading of selected texts; written reports.

*Three hours a week. Second Semester. Senior elective.*

V. ADVANCED COMPOSITION. The work includes considerable practice in composition, chiefly of the narrative and descriptive types, and a brief survey of the history and principles of English versification.

*Three hours a week throughout the year.*

*Open to juniors and seniors who are taking Course A and have had English I or its equivalent.*

VI. (a) THE ENGLISH NOVEL. The class will become acquainted, by means of lectures and extensive reading, with the development of the novel in England from Richardson to Stevenson.

*Three hours a week. First Semester.*

(b) AMERICAN LITERATURE. Literary history of America in outline; critical study of selected authors.

*Three hours a week. Second semester.*

*Open to juniors and seniors who are taking Course A and have had English I or its equivalent.*

## BIBLICAL HISTORY AND LITERATURE

PROFESSOR LEWIS

### I. THE ORIGIN AND HISTORY OF THE HEBREW PEOPLE TO THE MACCABEAN PERIOD.

The object of this course is to trace the development of divine revelation, as illustrated in the history of the Israelites, and to acquaint the student with the life, manners, and thought of the people, as a preparation for the study, later, of Hebrew literature.

*First Semester. Three hours a week. Sophomore elective.*

### II. NEW TESTAMENT HISTORY, FROM MACCABEAN PERIOD TO THE CLOSE OF THE APOSTOLIC AGE.

A study of the history recorded in the Gospels and in the Acts of the Apostles. This course includes a study of the preparation of the world for the coming of Christ, the religious beliefs of the Jewish people of that age, and a brief survey of the Gentile world to whom the Apostles preached Christianity. Preparatory to Course IV.

*Second semester. Three hours a week. Sophomore elective.*

### III. THE LITERATURE OF THE OLD TESTAMENT.

A study of the books of the Old Testament; their date, authorship, outline analysis, and special message of each. The development of religious thought is traced through the literature, studied chronologically.

*First semester. Three hours a week. Junior and senior elective.*

### IV. THE LITERATURE OF THE NEW TESTAMENT.

A study of the books of the New Testament, including the date, authorship, outline, and contribution to religious thought, of each.

*Second semester. Three hours a week. Junior and senior elective.*

### V. THE LIFE AND TEACHING OF CHRIST.

A study of the Life of Christ, with especial reference to its message to modern life.

*First semester. Three hours a week. Junior and senior elective.*

### VI. COMPARATIVE RELIGION.

A study of the great ethnic religions of the world, and a comparison of each with Christianity.

*Second semester. Three hours a week. Junior and senior elective.*

Courses III and IV are given alternately with V and VI.

## FRENCH

PROFESSOR MCMASTER

I. ELEMENTARY COURSE. Fraser and Squair, French Grammar; François, Introductory French Prose Com-

position; David, *Chez Nous*; Compayré, *Yvan Gall*; Labiche et Martin, *le Voyage de M. Perrichon*; Daudet, *la Belle-Nivernaise*; Lavisse, *Histoire de France*. Résumés. Dictation and memorizing.

*Four hours a week. One year. Sophomore or junior elective in Courses A, C, D, E, F.*

II. INTERMEDIATE COURSE. Fraser and Squair, French Grammar; François, Advanced French Composition; Matzke, Primer of French Pronunciation; Augier, *le Gendre de M. Poirier*; Coppée, *le Luthier de Crémone* and *le Trésor*; Rostand, *les Romanesques*; Mérimée, *Colomba*; Hugo, *les Misérables*; Taine, *l'Ancien Régime*; Weill, French Newspaper Reader; Buffum, French Short Stories; Bowen, French Lyrics. Résumés. Dictation and memorizing.

*Three hours a week. One year. Required in the freshman year of all who have offered 2 units of French as a second language. Sophomore, junior and senior elective in Courses A, C, D, E, F.*

III. GENERAL COURSE. Introductory to the more advanced courses in literature. In connection with a review of syntax and composition such selections from modern authors as the following are read: Hugo, *Hernani*; Rostand, *Cyrano de Bergerac* and *la Princesse lointaine*; Pailleron, *le Monde où l'on s'ennuie*; Richépin, *le Flibustier*; Maeterlinck, *l'Oiseau bleu*; Hugo, *les Travailleurs de la mer*; Balzac, *le Père Goriot*; Loti, *Ramuntcho*; Bazin, *le Blé qui lève*; Lamartine, *Méditations poétiques*; Sainte-Beuve, *Sept causeries du lundi*; Michelet, *Histoire*

*de France.* Abry, Audic et Crouzet, *Histoire illustrée de la littérature française.*

*Three hours a week. One year. Required in the freshman year of all who have offered 3 units of French as a second language for entrance. Required in the sophomore year of all who have offered 2 units of French as a second language for entrance. Junior or senior elective in Courses A, C, D, E, F.*

**IV. FRENCH LITERATURE OF THE SEVENTEENTH CENTURY.** During the first semester the drama is studied and some fifteen representative plays from Corneille, Rotrou, Racine, and Molière are read. During the second semester the history of seventeenth-century literature is studied, and selections are read from Descartes, Pascal, la Rochefoucauld, Bossuet, la Bruyère, Madame de Sévigné, Madame de la Fayette, la Fontaine, Boileau, and Fénelon. Abry, Audic et Crouzet, *Histoire illustrée de la littérature française.*

*Three hours a week. One year. Required in the sophomore year of all who have offered 3 units of French as a second language for entrance. Junior or senior elective in Courses A, C, D, E, F.*

**V. FRENCH LITERATURE OF THE EIGHTEENTH CENTURY.** The work in this course comprises a study of the history of eighteenth-century literature, and the reading of the following: Plays by Voltaire, Regnard, Lesage, Marivaux, and Beaumarchais; novels by Lesage, Marivaux, Prévost, Rousseau, and Bernardin de Saint-Pierre; selections from Massillon, Voltaire, Montesquieu, Buffon, Diderot, and Rousseau. Abry,

Audic et Crouzet, *Histoire illustrée de la littérature française*.

*Three hours a week. One year. Junior elective.*

\*VI. French Literature of the Nineteenth Century.

During the first semester the novel is studied, and works of the following authors are read: Chateaubriand, Madame de Staël, Hugo, Sand, Dumas, Balzac, Stendhal, Mérimée, Zola, Maupassant, Daudet, and Loti. In the second semester the literary movements of the century are taken up, special emphasis being laid in successive years on one of the following genres: drama, poetry, and criticism.

*Three hours a week. One year. Senior elective.*

\*VII. Introduction to the Literature of the Middle Ages and to that of the Renaissance.

*Three hours a week. One year. Senior elective.*

## GERMAN

MISS WARD

I. Bagster and Collins's German Grammar; Wenckebach's *Glück Auf*; Hillern's *Höher als die Kirche*; Schiller's *Wilhelm Tell*.

*Three hours a week. One year. Sophomore or junior elective in Courses A, C, D, E, F.*

II. Lessing's *Minna von Barnhelm*; Goethe's *Hermann und Dorothea*; Schiller's *Youngfrau von Orleans*; Freytag's *Karl der Grosse* and *Aus dem Klosterleben*; Pope's German Composition.

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\*Not given in 1914-15.

*Three hours a week. One year. Required in the freshman year of all who have offered 2 units of German as a second language for entrance. Sophomore, junior and senior elective in Courses A, C, D, E, F.*

III. The aim of this course is two-fold: to give students facility in reading German classics and to develop in them an appreciation of German literature.

Reading: Wenckebach's *Meisterwerke des Mittelalters*; Goethe's *Meisterwerke*; Bernhardt's *Deutsche Litteraturgeschichte*; Whitney and Stroebe's Advanced German Composition.

*Three hours a week. One year. Required in the freshman year of all who have offered 3 units of German as a second language for entrance. Required in the sophomore year of all who have offered 2 units of German as a second language for entrance. Junior and senior elective in Courses A, C, D, E, F.*

IV. Study of German Literature continued.

The Romantic Movement, Drama and Novel of the Nineteenth Century. Original Composition.

*Three hours a week. One year. Required in the sophomore year of all who have offered 3 units of German as a second language for entrance. Senior elective in Courses A, C, D, E, F.*

V. LITERATURE OF THE EIGHTEENTH CENTURY.

A study of the chief currents in German literature of the Eighteenth Century.

*Three hours a week. One year. Junior elective.*

VI. Intensive study of Goethe and Schiller, Modern German novel.

## ANCIENT LANGUAGES

MISS FRASER.

### LATIN

I. Livy, Books 21-22 (abridged edition); Terence, *Phormio; Rome and Carthage*, R. B. Smith; Horace, selections from *Odes and Epodes*; Latin writing.

*Three hours a week. One year. Required in freshman year of Courses A, B, and C.*

II. Mackail's Latin Literature. Selections from Ovid, Tibullus, Propertius, Catullus. Horace, *Satires and Epistles*.

*Three hours a week. One year. Required in sophomore Courses B and C.*

III. Plautus's *Captivi*; Terence's *Andria*; Lucretius's *De Rerum Natura*; Mackail's History of Latin Literature.

*Three hours a week. One year. Given alternately with Course IV. Given in 1915-16.*

IV. Pliny's Letters; Juvenal; Martial; Tacitus's *Annals*; Capes's Early Empire.

*Three hours a week. One year. Given alternately with Course III. III or IV is required in junior year of Course C. Both are junior and senior electives.*

\*V. Sight Translation; Sallust's Jugurthine War; Cicero's *De Amicitia*.

*Three hours a week. One semester. Junior and senior electives.*

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\*Not given this year.

## VI. Latin Composition.

*One hour a week. One year. Junior and senior elective.*

## VII. Roman Antiquities.

*Three hours a week. One year. Sophomore, junior and senior elective.*

# HISTORY AND ECONOMICS

MISS SPARROW.

## I. GENERAL EUROPEAN HISTORY.

This course includes the general movements of European history from the fall of Rome to the present day. It covers, in the first semester, the development of the chief institutions of the Middle Ages, such as feudalism, the church, the mediæval empire; and is followed in the second semester by a study of the Renaissance, the Reformation, the religious and political wars, and the development of democracy.

*Three hours a week. One year. Required in the freshman year of all courses.*

## II. HISTORY OF THE RENAISSANCE.

This course contains, first, the political history of Europe during the fourteenth, fifteenth, and sixteenth centuries, with the quickened life of the people as it manifested itself in art, letters, science and discovery. Second, it covers the Reformation and the Reaction.

Lectures dealing with special phases of the Renaissance of literature, of art, of music, of science,

and of conscience, will be given in this course by members of the faculty of other departments.

This course presupposes Course I.

*Three hours a week. One year.*

### III. HISTORY OF THE UNITED STATES FROM 1787 TO THE PRESENT DAY.

A study of the making and development of the Constitution of the United States, with special reference to the social and economic forces which shaped party government, and the interpretation of the Constitution.

*Three hours a week. One year. Junior and senior elective.*

### IV. EUROPEAN HISTORY—19TH CENTURY AND AFTER.

The aim of this course is to give an understanding of present day conditions and problems. It takes up first, the inheritance of the nineteenth century, in science, economic and political ideas. It covers the industrial and political development of Europe during the nineteenth century; and includes a study of socialism, emigration and colonial acquisition and government.

*Three hours a week. One year. Junior and senior elective.*

This course alternates with Course III. It is given in 1914-15.

### V. ECONOMICS.

#### (a) ELEMENTS OF ECONOMICS.

This course deals with general economic theory,

and aims to give some training in economic reasoning.

*Three hours a week. First semester.*

(b) ECONOMIC INSTITUTIONS.

The organization of modern industry is studied, with special reference to money, credit, labor unions, tariff, corporations, and trusts.

*Three hours a week. Second semester. Junior and senior elective.*

## MATHEMATICS

MISS PATTESON.

MISS MORENUS.

I. (a) SOLID AND SPHERICAL GEOMETRY.

(b) ALGEBRA AND PLANE TRIGONOMETRY.

*Three hours a week through the year. Required in freshman work of Courses D, E and F.*

NOTE—Those who have completed in preparatory schools a course in Solid and Spherical Geometry may, with permission of the head of the department, substitute II for I (a). Those who have also completed a course in Plane Trigonometry may take III instead of I (a) and (b). College credit for either I (a) or I (b) is given only on examination.

II. ALGEBRA, including the progressions, the elementary treatment of permutations and combinations, undetermined co-efficients, the elementary treatment of infinite series, the binomial theorem for fractional and negative exponents, theory of logarithms, determinants and the elements of the theory of equations,

including Horner's method for solving numerical equations.

Open to all who have fulfilled the entrance requirements in Algebra.

*Three hours a week for first semester.*

III. PLANE ANALYTICAL GEOMETRY, with an introduction to Solid Analytical Geometry.

Open to those who have taken Course I.

*Three hours a week through the year.*

IV. DIFFERENTIAL AND INTEGRAL CALCULUS.

Open to those who have taken Course III.

*Three hours a week through the year.*

V. PROJECTIVE GEOMETRY.

Open to those who have taken Course III.

*Three hours a week through the year.*

VI. DIFFERENTIAL EQUATIONS.

Open to those who have taken Course IV.

*Three hours a week through the year.*

VII. HISTORY OF MATHEMATICS.

Open to those who have taken Courses I, III and IV.

*Two hours a week through the year.*

## CHEMISTRY

MISS STEVENSON

MISS CHANEY

I. DESCRIPTIVE INORGANIC CHEMISTRY.

This course deals with the preparation, properties, and relationships of the more important elements and inorganic compounds. Reference is made on all oc-

casions to applications of chemistry to practical problems, especially those of a domestic nature as applied in Courses I and II of the department of Domestic Science.

The historical and descriptive sides of the subject are presented through lectures and lecture experiments, which are supplemented by the study of some standard text-book. The laboratory work is intimately connected with the lecture course.

The aim of the course is twofold: first, to train the student to be keenly observant, to independently reason out the explanation of the phenomena which she sees and to be deft in manipulation; and secondly, to furnish accurate knowledge of the underlying principles of chemistry as an indispensable precedent to its rational application to any problem.

*Lectures three hours a week. Laboratory work, four hours a week. One year.*

#### \*II. QUALITATIVE ANALYSIS.

In this course the student learns for herself the characteristic reactions of the elements, and their compounds with different reagents. Her knowledge is then tested by practical application to the analyses of unknown substances.

*Prerequisite, Course I.*

*Lectures, three hours a week. Laboratory, six hours a week. First semester.*

#### \*III. QUANTITATIVE ANALYSIS.

Quantitative analysis includes simple experiments

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\*Not given in 1914-1915.

in both volumetric and gravimetric determinations and the study of the reactions involved therein.

*Prerequisites, Courses I and II.*

*Lectures, three hours a week. Laboratory work, six hours a week. Second semester.*

#### IV. ORGANIC CHEMISTRY.

This course is a study of carbon and its compounds, with special reference to their practical uses.

*Lectures, three hours a week. Laboratory work, six hours a week. One year.*

*Prerequisites, Courses I, II and III, or VII.*

*Sophomore, junior and senior elective.*

#### V. ORGANIC PREPARATIONS.

This course is a continuation of Course IV. Some of the more complex reactions of organic chemistry are studied through the appropriate laboratory preparations.

*One class period per week. Laboratory work, seven hours per week. First semester.*

*Prerequisites, Courses I or VII, and IV.*

*Junior and senior elective*

#### VI. THEORETICAL CHEMISTRY.

*Lectures, three hours per week. Second semester.*

*Prerequisites, Courses I or VII, and IV.*

*Junior and senior elective.*

#### \*VII. ADVANCED INORGANIC CHEMISTRY.

This course is planned for those students who have met the college entrance requirements in general chemistry. After reviewing the fundamental theories

of the science, the chemistry of the metals will be studied.

*Lectures, three hours a week. Laboratory work, four hours a week. One year.*

## BIOLOGY

MISS HOWLAND

MISS BALLOU

### I. GENERAL BIOLOGY.

The aims of this course are to give the student a comprehensive view of the general principles and fundamental facts of Biology, and to train her to keen observation, accurate investigation, and independent judgment.

Lectures and text-books present questions of biologic importance, such as ecology, evolution, and heredity, and also deal with the general characters and relationships of the various forms studied.

Common forms from both plant and animal kingdoms are chosen for study in laboratory and field, as a basis for the clear understanding of the elementary principles of morphology, physiology, histology and embryology.

*Lectures, three hours a week. Laboratory, library and field work, six hours. One year.*

### II. BIOLOGICAL TECHNIQUE.

*Prerequisite, Biology I.*

This course is designed for those desiring advanced work in biology, and for prospective teachers of biology. It deals with the most important methods

of collection, culture, preservation and preparation of material needed for courses in biology.

*Laboratory course, eight hours a week. One year.*

### III. HISTORICAL BIOLOGY.

*Prerequisite, Biology I.*

This course presents a brief survey of the growth of scientific thought and development of biologic sciences from the Greek Epoch down to modern times.

*Lecture and library course, three hours a week.  
One semester.*

## ZOOLOGY

### I. INVERTEBRATE ZOOLOGY.

*Prerequisite, Biology I, except by special arrangement.*

In this course a comparative study of the main phyla is made, approached by means of laboratory work upon selected representatives. The lectures comprise a survey of the various phyla, and are supplemented by the study of some standard text.

*Lectures, three hours a week. Laboratory and field work, six hours. One year. Elective.*

Zoölogy I and Botany I are given in alternate years.

### II. ANIMAL HISTOLOGY.

*Prerequisites, Biology I and Zoölogy I, or Botany I.*

This course deals with the microscopic study of animal tissues, and is especially designed for prospective medical students. Some practice in the histological preparation of tissues is obtained.

*Laboratory, eight hours. Lecture, one hour. One semester.*

### III. EMBRYOLOGY.

*Prerequisite, Zoölogy II or IV.*

This course will begin with a brief study of the embryological development of several invertebrate types, as well as the frog, chick and rabbit.

## BOTANY

### I. GENERAL BOTANY.

*Biology I is a prerequisite except by special arrangement.*

This course deals more especially with cryptogams. The laboratory work consists of a study of selected representatives of the main groups. The lectures present a comparative study of their morphology, reproduction and evolution.

*Lectures, three hours a week. Laboratory work, six hours. One year. Elective.*

Zoölogy I and Botany I are given in alternate years.

### II. PLANT ECOLOGY.

*Prerequisites, Biology I and Botany I.*

This course will present the relationships of plant groups, and the various factors which influence their distribution.

*Lecture and library course, three hours a week. One semester.*

## PHYSIOLOGY AND HYGIENE

PROFESSOR HARLEY.

### I. PHYSIOLOGY AND HYGIENE.

This includes the study of:

Nutrition and the functions of the nervous system.

The care of the body and first aid in sickness and accident.

House sanitation, including ventilation, lighting, plumbing and disposal of waste.

Municipal sanitation, including water supplies, sewage disposal, transmissible diseases, eugenics and child nurture.

Government departments of hygiene.

*Two hours a week. One year. Sophomore and junior elective.*

## DOMESTIC SCIENCE

MISS CHANEY

### I. FOOD.

This course comprises a study of foods on the basis of the food principles. It takes up their production, manufacture, adulterations, costs, care in the home, and nutritive value.

The laboratory work is closely connected with the lectures. It includes the chemical and physical properties and the biological relations of the food principles; their application in the preparation of foods; the planning of dietaries and the serving of meals.

*Three periods a week, lectures.*

*Four periods a week, laboratory. Open only to students who have completed Chemistry I, or its equivalent. Sophomore elective.*

### II. THE CHEMISTRY OF FOODS AND PHYSIOLOGY OF NUTRITION.

This course includes: first, a review of the chemical

properties and reactions of the important classes of food-stuffs as chemical individuals; second, a study of digestive juices and their action on foods; third, the absorption of food stuffs; fourth, the function of each class of foods in nutrition; fifth, the effect of heat on foods; sixth, the study of balanced diets in terms of chemical units and of common food-stuffs; seventh, the selection and preparation of foods.

The laboratory work is intimately connected with the lecture work.

*Prerequisites, entrance credit in Physics, Chemistry I, IV, Biology I.*

*Three hours a week, lectures. Six hours a week, laboratory work. One year.*

*Junior and senior elective.*

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## MUSIC

MISS YOUNG

MISS HULL

MISS CRAWFORD

MISS HUTTER

MISS ROBERTSON

MISS ESTILL

## THEORETICAL AND HISTORICAL COURSES

### I. THEORY OF MUSIC.

This course includes a thorough study of notation, rhythm, scales, intervals, elementary harmony and analysis. Ear training and keyboard exercises.

*One hour a week. One year. Will count towards the B. A. degree as a sophomore elective. Open to special students of college grade.*

## II. HARMONY.

Chords, harmonizing of melodies, cadencies, dissonances, sequences, non-harmonic tones, organ point, altered chords, modulation.

*Two hours a week. One year. Open to all who have completed Course I. Will count towards the B. A. degree as junior and senior elective. Open to special students of college grade.*

III. This course extends from the beginning of the study of notation through the formation and connection of chords, harmonization of melodies, use of non-harmonic tones, and modulation. It aims to give a thorough familiarity with tonalities and part writing.

*Three hours a week. One year.*

*Sophomore, junior and senior elective. Open to special students of college grade.*

## IV. COUNTERPOINT.

*Three hours a week. One semester. Open to all who have completed the course in Harmony. Will count toward the A. B. degree.*

## \*V. ANALYSIS AND FREE COMPOSITION IN SMALL FORMS.

*Three hours a week. One semester. Open to all who have completed Course IV. Will count toward the A. B. degree.*

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\*Not given in 1914-1915.

## VI. HISTORY OF MUSIC.

Music of the ancients, the Greek modes, early church music, the polyphonic schools, rise of homophony, transition to modern tonality, and general history to the period of the great masters.

Study of the classic, romantic and modern schools of composition, history of instruments and the lives of the great composers with practical illustrations from their works.

*Three hours a week. One year.*

*Junior and senior elective. Open to special students of college grade.*

## PRACTICAL COURSES

### COLLEGIATE COURSE IN INTERPRETATIVE PIANOFORTE PLAYING.

No student will be admitted to this course unless she has satisfied the entrance conditions. To do this she must be able to play, with due regard to the musical content, the Two-part Inventions of Bach, Haydn Sonata in D major (Peters ed. No. 7), and such pieces as, Schubert "Moments Musicaux" op. 94, No. 2, or Impromptu op. 142 in A flat, together with correct treatment of the keyboard and pedalling; also in passage work a metronome speed of four notes to 100. The student must also be able to read at sight. Equivalents of the above-mentioned pieces may be offered with the approval of the Director.

I. This course follows chronologically and technically work done to meet the entrance requirements

and will include: Bach Three-part Inventions, sonatas by Haydn, Mozart, and Beethoven, smaller compositions of Schumann, Chopin, and modern composers, some concerto work as well as technique and studies adapted to individual needs.

In supplementary class work the student will study musical acoustics, the orchestra and its instruments, ear training.

*No credit will be given for this course unless taken in connection with theoretical Courses I or III. Sophomore elective. Open to special students of college grade. Two hours throughout the year.*

II. The course for the second year will include a study of the suites of Bach and Händel, sonatas of Beethoven, concertos of Mozart and Mendelssohn, and selections from the Romantic and Modern schools of composition. Co-related work in technique, analysis of compositions.

*Two hours throughout the year if taken in connection with theoretical course II.*

III. In the third year Preludes and Fugues of Bach will be studied, larger works of Schumann, Chopin, Brahms, Grieg, etc., together with compositions of the modern Russian and French schools, study of musical forms.

*Two hours throughout the year if taken in connection with theoretical course VI.*

#### PIANOFORTE.

Systematic training is given in thoroughly modern methods of technique and tone production, studies

and instructive works suitable to the requirements of the individual pupil being used. Though the importance of technical proficiency is fully recognized, the main object of this course is to bring the student into sympathetic contact with the best music and to impart a broad and educative knowledge of the best literature for the pianoforte.

#### VOICE CULTURE.

The course in solo singing will include control of the breath, correct placement and building of the voice, enunciation, a graded course of vocalises, songs by classic and modern writers, and arias.

#### CHORAL SINGING.

Two courses in chorus work are offered:

- (a) For students who have had no previous training.
- (b) Glee Club work, for students able to read at sight and having suitable voices.

#### VIOLIN.

The course in violin consists of systematic grading of technical work, largely based upon the Sevcik principle of teaching; it embraces standard solos and ensemble work of classic and modern schools.

Students who play orchestral instruments will have the advantage of membership in the Sweet Briar orchestra.

Recitals are given by the faculty and students of the music department; also by visiting artists of repute.

## ART

### HISTORICAL COURSES

MISS MC LAWS

#### I. OUTLINE COURSE IN THE HISTORY OF ART.

This course seeks, through various forms of art expression, to give an understanding of the ideals, activities, and results of the lives of peoples in the evolution of civilization. It also gives an appreciation of the meaning and effect of the Renaissance on modern life. It studies Ancient, Medieval, Renaissance and Modern Art.

*Three hours a week. One year. Sophomore or junior elective.*

#### II. HISTORY OF PAINTING.

A critical study of the technique, subjects, composition and historical relations of the great painters of Italy, France, Spain, the Netherlands, Holland, Germany, England and the United States.

*Three hours a week. One year. Open to those who have completed Course I.*

## PRACTICAL COURSES

#### IV. ELEMENTARY DRAWING AND COLOR COURSE.

Drawing and sketching in pencil, charcoal and color from nature, life, cast and still life.

This course aims to see and represent things pictorially for form, line, color and composition. Qualified students may work in oil.

#### V. DESIGN AND APPLIED COURSE.

The theory of harmony in color, form and material

is developed by a logical sequence of problems dealing with pictorial composition, design and applications to block-printing, stenciling, clay and other mediums of expression.

## VI. INTERIOR DECORATION,

- (a) THE THEORY OF HARMONY IN COLOR.
- (b) FURNISHINGS AND FINISHINGS.
- (c) ORNAMENTS AND DECORATIVE MATERIAL.

This section of the course deals with the finishing of interior woodwork of one's home, the choice and treatment of walls, the selection and placing of furniture and rugs, the choice and arrangement of pictures, with their frames, all bric-a-brac and other material connected with house furnishing.

## VII. Jewelry and simple flat metal course.

### LECTURES AND CONCERTS

Lectures and concerts for the year 1914-15 are as follows:

#### LECTURERS

Professor Louis A. Loiseaux.

Judge Charles F. Moore.

Lady Gregory.

Mr. Edward Avis.

Professor John Dewey.

Dr. Hugh Black.

#### ARTISTS ON THE CONCERT COURSE

Madame Germaine Schnitzer.

Miss Ethel Cushing Gardner.

Mr. Cecil Davis.

Mr. Horatio Connell.

## GENERAL INFORMATION

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### EXPENSES FOR THE YEAR

Checks should be made payable to Sweet Briar Institute.

Charges made to all students, whatever course is taken.

Board, room, laundry .....	\$300.00
Tuition .....	150.00
Lecture and church dues .....	10.00
Infirmary fee .....	10.00
Contingent fee .....	5.00

#### Extra charges

For single room or share in suite of rooms .....	50.00
Laboratory fee for each course in chemistry, physics, biology, or domestic science .....	10.00
Diploma .....	5.00
Art .....	75.00
Music, piano, tuition from Director .....	125.00
"    "    "    "    Instructor .....	90.00
"    use of piano for practice .....	15.00
"    vocal .....	90.00
"    use of piano for vocal practice .....	10.00
"    violin .....	90.00
"    use of room for violin practice .....	5.00

*Of the above charges the sum of two hundred and sixty dollars is payable at entrance. One-half of the extra charges for the year is also due at entrance when such extra charges are incurred. The remainder is due February first, at which time a bill will be rendered.*

Ten dollars must be paid upon applying for entrance. This will be credited on the student's account for the first half year, and will be forfeited

by the student unless notice of withdrawal is given before August fifteenth of the year for which the application is made.

The charge stated above covering laundry allows eighteen pieces weekly. Laundry beyond this amount is charged for at regular rates.

The charge stated above for infirmary fee includes all attention from the physician, medicines and dressings, and two weeks in the infirmary where extra nursing is not required. In case of serious or contagious illness where a special nurse is required, the cost of the nurse and the nurse's board is charged to the student. In case a student is in the infirmary for a total length of time exceeding two weeks, even though any one visit is less than two weeks, the extra time will be charged for at the rate of \$1.50 a day.

The contingent fee of five dollars is a deposit from which charges against the student for damage to rooms, library fines, etc., is deducted at the end of the year, the remainder being returned.

There is an extra charge of twenty-five cents each for meals sent to rooms.

Guests who take meals or remain over night at the college are charged for.

Board at the rate of two dollars a day or ten dollars a week is charged for students and all other persons who remain at the college during the Christmas or spring recess.

Books and stationery are obtained from the Students' Book Shop. Bills for these must be settled directly with this shop, and not through the college.

Students must deposit \$15.00 for the first semester and \$5.00 for the second to cover the cost of books only. The balance will be returned in June. *No books will be ordered for those who have not made this deposit.* Checks should be made payable to the Students' Book Shop.

### DEDUCTIONS

No deduction will be made from sums paid for tuition except tuition in music.

No deduction of any kind will be made unless the absence of the student, or delay in arriving, is for reasons meeting the approval of the President of the college. In cases of students withdrawing at Christmas, no deductions will be made unless special arrangement has been made when the students are entered.

Where a student enters more than one month after the beginning of a semester, or is withdrawn more than one month before the end of a semester, a deduction at the rate of thirty dollars per month will be made from the charge for board, and at the rate of eight dollars per month from the charge for tuition in music, either vocal or instrumental. The deduction is reckoned from the time when formal notice of withdrawal is given.

A deduction from the charge for tuition in music will also be made when for reasons satisfactory to the President a student takes music for a time less than one semester. In no case, however, will the amount of this deduction be more than one half the charge for the semester.

## EQUIPMENT

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### BUILDINGS

The college buildings proper are a part of a plan for a group of sixteen buildings, connected by arcades, of a uniform style of architecture. The buildings are all to be of red brick with white trimmings. There will be two quadrangles, one residential, consisting of eight dormitories, a refectory, a chapel, and a gymnasium, and one academic, containing the academic building proper, the art building, the library, the science hall, and the industrial building. Of the plant, four buildings, the academic building, two dormitories and the refectory, were erected before the opening of the college. A third dormitory was erected in 1908, a fourth in 1910, and a fifth in 1912.

By the bequest of the founder, the college owns the old homestead, Sweet Briar House, a spacious building which is furnished entirely with the handsome old furniture which belonged to Mrs. Williams. The building contains beautiful parlors, guest rooms, and the offices of the administrative officers.

In addition to these buildings there are four houses for the residence of the teachers, a steam laundry, a cold-storage house and creamery, and a power house.

The buildings are heated by steam and lighted by electricity.

## **DORMITORIES**

The dormitories are furnished comfortably and attractively, and have every modern convenience. Most of the rooms are arranged so that two girls occupy one room. There are some single rooms. Each dormitory has its reception rooms for social gatherings.

## **ACADEMIC BUILDING**

The academic building contains large well-lighted classrooms, an art studio and laboratories for chemistry, physics, biology, and domestic science. These laboratories are supplied with everything necessary for the courses in science offered in the curriculum.

## **LIBRARY**

A large room in the academic building is used as a library and reading room. The reference books necessary for the work of the curriculum are in the library, and the leading periodicals and several of the leading newspapers are regularly kept on file.

## **ASSEMBLY HALL**

As a temporary assembly hall until the chapel provided for in the plans can be built, the college uses a large hall in one of the dormitories. This hall will seat four hundred persons.

## **GYMNASIUM**

As in the case of the assembly hall, a temporary gymnasium is provided in one of the dormitories.

## **CAMPUS**

The college campus, consisting of about three thousand acres, gives every opportunity for out-of-door life and exercise. There is a lake where students enjoy boating and swimming in fall and spring, and skating in winter. There is an athletic field containing a hockey field, basket-ball courts and tennis courts. Riding, driving, and cross-country walking are particularly enjoyable because of the beauty of the campus and surrounding Blue Ridge Mountain country.

## **FARM**

Part of the campus is given up to the farm and dairy which supply the college with fruits, vegetables, milk and cream.

## **HEALTH**

A physician who has had the best training and wide experience resides on the campus and has charge of the health of the students. All students are required to take physical examinations upon entering the college and the exercise is prescribed by the physician.

Owing to the possibility of much out-door life, the exceptionally fine climate, and the excellent water supply, students keep uniformly well, and many students who could not take college courses in places more confining, or of more rigorous climate, can work here and steadily improve in health.

## **RELIGIOUS LIFE**

While not sectarian, the college emphasizes the principles of Christianity and tries to have them exemplified in its life. Daily devotional exercises are held every morning at eight o'clock. Church services are held every Sunday morning. Attendance is required at the daily and Sunday services.

Classes are organized for Bible study. Three-hour courses are offered as elective work counting toward the A. B. degree. One-hour courses, open to all students, are offered.

A branch of the Young Women's Christian Association conducts weekly meetings, and is engaged in practical work.

The religious work is in charge of the resident Chaplain, who devotes all his time to the work at the college, and who is able to come into close personal touch with the students.

## **GOVERNMENT**

The discipline of the college, as well as its other phases, aims to be educative, and students are led to be self-directing as far as possible. To this end as much freedom from rules is given as is consistent with the regular life of the school.

A Student Government Association has been organized which controls order and promptness in all places not directly under the control of a member of the Faculty, by laws of its own making which have been approved by the Faculty.

All trips away from the college, whether to Lynchburg or elsewhere, and the reception of guests, are subject to the permission of the President and her requirements regarding chaperonage.

## **REGULATIONS REGARDING RETURN AFTER HOLIDAYS**

In case any student will not be at Sweet Briar by the time specified for registration, she is required to notify the President before the close of the vacation, either by letter or telegram, explaining her absence. She is not to return to Sweet Briar until she has received permission to do so from the Faculty.

In cases where there is no reasonable excuse, the Faculty may decide that a student will not be permitted to return to Sweet Briar for the remainder of the half-year.

In other cases, after considering excuses, the Faculty may allow students to return within a shorter time.

In cases of severe illness, or other serious occurrence, students will be permitted to return as soon as possible.

## **MISCELLANEOUS**

The Sweet Briar omnibus runs between the college buildings and the station, but meets regularly only certain trains. Persons expecting to arrive or depart should send word to the Business Manager.

The college may be reached by long distance telephone from Lynchburg.

All articles sent by freight or express should be prepaid.

Each student supplies her own soap and towels and an extra blanket or quilt.

All garments sent to the laundry must be marked with Cash's woven names. These may be obtained through any large department store. Laundry books containing laundry regulations and lists may be purchased at the college.

An agent of the Southern Railway Company comes to the College on an appointed day before Christmas vacation, spring vacation and the end of the session to sell tickets to any point. Students who have made application to the Treasurer may secure from this agent tickets and Pullman reservations to any point. Trunks may also be checked direct from the College on the above occasions. Students may at any time secure from the Treasurer information as to the price of tickets, and the best routes and trains for any point.

## **COLLEGE STUDENTS**

### **SENIORS**

Erck, Clare Anna .....	Philadelphia, Pennsylvania.
Evans, Harriet McNair .....	Amherst, Virginia.
Grant, H. Margaret .....	Oberlin, Ohio.
Pennypacker, Frances Wheatley ...	Phoenixville, Pennsylvania.
Schutte, Anna Margaret .....	Lancaster, Pennsylvania.
Weisiger, Louise Page .....	Richmond, Virginia.

### **JUNIORS**

Banister, Margaret Sanford .....	Memphis, Tennessee.
Camp, Antoinette Gay .....	Franklin, Virginia.
Howison, Ellen Moore .....	Staunton, Virginia.
Patton, Sarah Felicia .....	Catlettsburg, Kentucky.
Pennypacker, Mary Griffin .....	Phoenixville, Pennsylvania.
Russell, Constance Mary .....	New Britain, Connecticut.
Stockdale, Jean Frances .....	Swarthmore, Pennsylvania.
Stout, Rebecca .....	Montgomery, Alabama.

### **SOPHOMORES**

Abraham, Sylvia Faye .....	Southern Pines, North Carolina.
Bennett, Louise .....	Indianapolis, Indiana.
Bissell, Mary Elwell .....	Cleveland, Ohio.
Brown, Anne Zalinda .....	Camden, Arkansas.
Bull, Helen Perkins .....	Oak Park, Illinois.
Christie, Edith .....	Montclair, New Jersey.
Crump, Henrietta Beverley .....	Richmond, Virginia.
Darden, Martha .....	Suffolk, Virginia.
Gibson, Margaret .....	Mount Vernon, New York.
Huntley, Floy Luzerna .....	Covington, Virginia.
Lloyd, Rachel May .....	Toledo, Ohio.
McIlravy, Ruth Alice .....	Tarrytown, New York.
Munce, Nancy Turnbull .....	Charleston, West Virginia.
Pfister, Bertha S. ....	Amherst, Virginia.
Sandmeyer, Virginia .....	Columbus, Texas.
Steele, Genie Morgan .....	Columbus, Mississippi.
Watkins, Ruth .....	Minden, Louisiana.
Whitehead, Mary Louise .....	Amherst, Virginia.
Whittet, Bessie Grant .....	Richmond, Virginia.

## FRESHMEN

Allen, Dorothy .....	Birmingham, Alabama.
Barber, Julia .....	New York City.
Barkalow, Vivienne .....	Denver, Colorado.
Bowers, Illo .....	Kirklin, Indiana.
Boettcher, Ruth Carla .....	Schulenburg, Texas.
Brown, Priscilla DeNise .....	Cincinnati, Ohio.
Burch, Imogene .....	Minneapolis, Minnesota.
Carroll, Cornelia Dotterer .....	Clarksdale, Mississippi.
Case, Louise .....	East Cleveland, Ohio.
Chapin, Florence Lyle .....	Richmond, Virginia.
Davis, Fannie Gwathmey .....	Richmond, Virginia.
Day, Dorothy E. .....	Newark, New Jersey.
Eaglesfield, Virginia .....	Indianapolis, Indiana.
Elliott, Amy L. .....	Indianapolis, Indiana.
Farrar, Helen .....	Brooklyn, New York.
Fletcher, Helen .....	Sharon, Pennsylvania.
Gristock, Dorothy S. ....	Collegeville, Pennsylvania.
Hill, Marian .....	San Antonio, Texas.
Kintzing, E. Gertrude .....	Hanover, Pennsylvania.
Kirker, Juliette Belle .....	Ripley, Ohio.
Lowman, Elizabeth .....	Lowman, New York.
MacBain, Grace .....	Cleveland, Ohio.
McCluer, Margaret Virginia .....	Bon Air, Virginia.
McDonald, Mary MacClellan .....	Detroit, Michigan.
McVey, Margaret .....	Richmond, Virginia.
Macdonough, Marjorie .....	Ridgewood, New Jersey.
Madson, Elizabeth .....	Neenah, Wisconsin.
Marshall, Ann Catherine .....	Rock Island, Illinois.
Martin, Marianne Read .....	Norfolk, Virginia.
More, Charlotte A. ....	Walton, New York.
Morgenroth, Elsa .....	Anderson, Indiana.
Owen, Ellen .....	Grand Rapids, Michigan.
Plain, Ruth .....	Chicago, Illinois.
Pratt, Jane C. ....	Highland, New York.
Reed, Mary S. ....	New York City.
Russell, Julie .....	New Britain, Connecticut.
Saunders, Elizabeth .....	Norfolk, Virginia.
Seaver, Charlotte de Beaumont .....	Cleveland, Ohio.

Sollitt, G. Elanette .....	Chicago, Illinois.
Sinsel, Alma .....	Boise, Idaho.
Skillern, Inez .....	Boise, Idaho.
Smith, Eleanor Ramsey .....	Newark, New Jersey.
Tinley, Elsie .....	Council Bluffs, Iowa.
Tomb, Ethel E. ....	Johnstown, Pennsylvania.
Whitehead, Martha Virginia .....	Altoona, Pennsylvania.
Wild, Frances .....	Indianapolis, Indiana.
Williams, Virginia Louise .....	Van Wert, Ohio.
Wilson, Elizabeth .....	Lexington, Missouri.
Workum, Hannah E. ....	Cincinnati, Ohio.

### SPECIAL STUDENTS

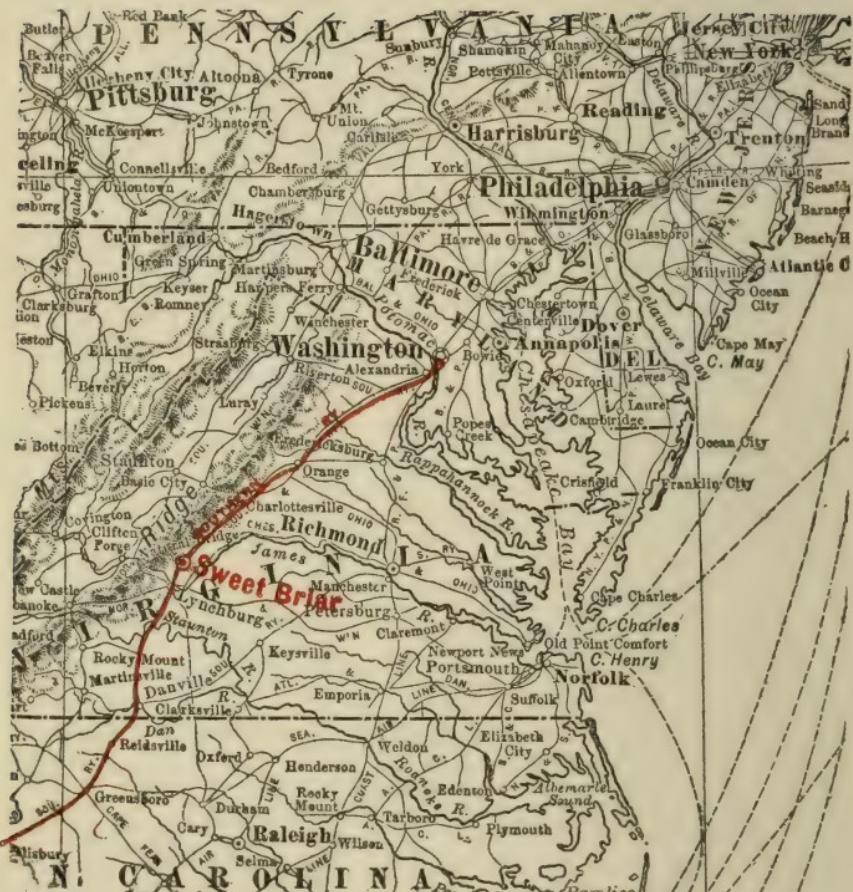
Beavers, Jessie Beatrice .....	Grafton, West Virginia.
Bertrand, Dorothy .....	Richmond, Texas.
Curdts, Mildred .....	Norfolk, Virginia.
Curtis, Esther .....	Milwaukee, Wisconsin.
Davenport, Martha .....	Chattanooga, Tennessee.
Doremus, Cornelia Morrison .....	Montclair, New Jersey.
Erwin, Sarah .....	Durham, North Carolina.
Forbush, Edith .....	Oak Park, Illinois.
Forbush, Rachel Byard .....	Oak Park, Illinois.
Hines, Anne Louise .....	Petersburg, Virginia.
Jones, Louise P. ....	Louisville, Kentucky.
Jones, Martha Ellen .....	Frankfort, Indiana.
Purcell, Dorothy .....	Alliance, Ohio.
Simonds, Mary Rhett .....	Charleston, South Carolina.
Sauters, Lois Elizabeth .....	Lakewood, Ohio.
Spahr, Elizabeth Fine .....	Princeton, New Jersey.
Thornburg, Marion .....	South Bethlehem, Pennsylvania.
Towle, Virginia .....	Louisville, Kentucky.
Weer, Lucile .....	Indianapolis, Indiana.
Wyman, Elizabeth .....	Birmingham, Alabama.
Young, Frances .....	Kansas City, Missouri.

## SUB-FRESHMEN

Allison, Mary Bertha .....	Chattanooga, Tennessee.
Armstrong, Mary Martha .....	Pittsburg, Pennsylvania.
Barber, Mary .....	New York, New York.
Bauer, Marie Anna .....	Portsmouth, Ohio.
Beeson, Helen .....	Frederick, Maryland.
Beveridge, Anna .....	Richmond, Virginia.
Birkhoff, Gertrude .....	Chicago, Illinois.
Board, Dorothy .....	Evanston, Illinois.
Bobb, Mildred .....	New Orleans, Louisiana.
Brown, Christine .....	Detroit, Michigan.
Browne, Helen .....	Washington, D. C.
Burton, Olive .....	Fort Worth, Texas.
Chapa, Isabel .....	San Antonio, Texas.
Chase, Helen .....	New Britain, Connecticut.
Claiborne, Jane .....	Amherst, Virginia.
Claiborne, Nannie .....	Amherst, Virginia.
Cooke, Julia .....	Sheffield, Alabama.
Davis, Elizabeth .....	Birmingham, Alabama.
DeLong, Mary .....	Montclair, New Jersey.
Dewey, Lucy .....	New York, New York.
Doré, Geraldine .....	Houston, Texas.
Duke, Helen .....	Charlottesville, Virginia.
Dycus, Avon .....	Fort Worth, Texas.
Emmert, Virginia .....	Martinsburg, West Virginia.
Ferris, Fanita .....	Galesburg, Illinois.
FitzHugh, Janetta .....	Charlottesville, Virginia.
Gates, Mary Ann .....	Johnstown, Pennsylvania.
Goodall, Gillian .....	Birmingham, Alabama.
Guggenheimer, Cilla .....	Lynchburg, Virginia.
Haile, Evelyn .....	San Antonio, Texas.
Harper, Edith .....	Trenton, New Jersey.
Harrison, Dorothy Courtois .....	Newark, New Jersey.
Hatton, Mary Watts .....	Portsmouth, Virginia.
Haviland, Lavinia .....	Minneapolis, Minnesota.
Holihan, Edna .....	Pelham, New York.

Hopper, Elizabeth	Mobile, Alabama.
Jones, Miriam Lee	Albany, Georgia.
Kaufman, Margaret	Columbus, Ohio.
Lewis, Frances Eliot	Denton, Texas.
Lovell, Sarah	Cincinnati, Ohio.
McEwan, Virginia	Whippany, New Jersey.
McGeorge, Rebecca	Wilmington, Delaware.
McNulty, Mildred	Silver Spring, Maryland.
Mason, Helen	Hagerstown, Maryland.
Mayfield, Cornelia Elizabeth	Bay City, Texas.
Mitchell, Helen	Columbia, Missouri.
Molly, Evelyn	Lebanon, Pennsylvania.
Moore, Donna Randolph	New York, New York.
Moore, Pauline	Asheville, North Carolina.
Mountcastle, Grace	Knoxville, Tennessee.
Myers, Frances Stuart	Norfolk, Virginia.
Nelson, Clara King	Staunton, Virginia.
Neville, Willie Sledge	Mobile, Alabama.
Owen, Bergetta	Milwaukee, Wisconsin.
Page, Elizabeth	Aberdeen, North Carolina.
Piper, Gertrude	Minneapolis, Minnesota.
Rea, Genevieve	Kansas City, Missouri.
Rea, Martha	Kansas City, Missouri.
Redmund, Helen Dorothy	Chicago, Illinois.
Richardson, Mathilde	Belmar, New Jersey.
Robertson, Frances	Washington, D. C.
Schmidt, Margaret	Elm Grove, West Virginia.
Schmidt, Mildred	Washington, D. C.
Smythe, Mildred	Beaumont, Texas.
Smythe, Sara Ruth	Memphis, Tennessee.
Spafford, Harrietta	Tampa, Florida.
Spencer, Mary	Danville, Virginia.
Staehlin, Pauline	Charleston, West Virginia.
Staley, Eleanor	Breathedsville, Maryland.
Steves, Edna Margaret	San Antonio, Texas.
Stiles, Marina	Thrall, Texas.
Storey, Hildegarde	Houston, Texas.
Strobhar, Helen	Savannah, Georgia.
Sykes, Dorothy Wayne	Aberdeen, Mississippi.
Taylor, Helen Minge	Tyler, Texas.

Thompson, Jennie .....	Birmingham, Alabama.
Tonsmeire, Catherine .....	Mobile, Alabama.
Tress, Inez .....	Ottawa, Illinois.
Turman, Almeria Sykes .....	Tampa, Florida.
Turpin, Frances .....	Macon, Georgia.
Tutwiler, Mary Emilie .....	Memphis, Tennessee.
Valentine, Ann .....	Richmond, Virginia.
Valentine, Martha .....	Richmond, Virginia.
Wales, Catherine Alcorn .....	Norfolk, Virginia.
Waite, Marguerite .....	Newark, New Jersey.
Ward, Elizabeth .....	Aberdeen, South Dakota.
Wilson, Susan .....	Belton, Missouri.
Woodard, Elizabeth .....	Norfolk, Virginia.
Woodbridge, Laura .....	Indianapolis, Indiana.



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5716.

# Sweet Briar College

SWEET BRIAR, VIRGINIA



1915-1916



The Tenth Year Book

OF

# Sweet Briar College

SWEET BRIAR, VIRGINIA



1915-1916

“This bequest, devise and foundation are made in fulfillment of my own desire, and of the especial request of my late husband, James Henry Williams, solemnly conveyed to me by his last will and testament, for the establishment of a perpetual memorial of our deceased daughter, Daisy Williams.”—  
*From the will of Mrs. Indiana Fletcher Williams, founder of Sweet Briar Institute.*

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## CALENDAR-1915

SEPTEMBER						
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**1916**

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MARCH						
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22	23	24	25	26	27	28
29	30	31	...	...	...	...

MAY						
S	M	T	W	T	F	S
...	1	2	3	4	5	6
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	...	...

JUN						
S	M	T	W	T	F	S
...	...	...	1	2	3	4
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JULY						
S	M	T	W	T	F	S
...	...	...	1	2	3	4
5	6	7	8	9	10	

## **COLLEGE CALENDAR**

**1916**

**January 24th to 29th**—Mid-year examinations.

**January 31st**—Opening of second semester.

**March 17th to 27th**—Spring recess.

**June 5th**—Seventh annual commencement.

College closes June 6th at 6:00 p. m.

**September 20th**—Opening of the eleventh college year.

**November 17th**—Founder's Day.

**November 30th**—Thanksgiving holiday.

**December 20th to January 6th, 1917**—Christmas recess.

**1917**

**January 22nd to 27th**—Mid-year examinations.

**January 29th**—Opening of the second semester.

**March 16th to 26th**—Spring recess.

**June 4th**—Eighth annual commencement.

College closes June 5th at 6:00 p. m.

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*Librarian*

## **LOCATION**

Sweet Briar College is located in the Piedmont section of Virginia, twelve miles north of Lynchburg, and one hundred and fifty miles south of Washington (see map, page 76).

## **FOUNDATION**

The college was founded by the will of Mrs. Indiana Fletcher Williams, who died in November, 1900. It was chartered in February, 1901, according to the conditions of the will, under the control of a self-perpetuating Board of Directors. It was founded as a non-sectarian institution. The first session opened in September, 1906, and the first degrees were awarded in June, 1910.

## **CURRICULUM**

The curriculum provides for a four years' college course leading to the degree of A. B. This course presupposes four years of high school work of regular college preparatory grade.

A preparatory department, Sweet Briar Academy, is maintained in connection with the college. Announcements concerning this department are made in a separate circular which will be furnished on application to the Secretary.

## **ADMISSION**

Applicants for admission must be at least sixteen years of age and must offer work amounting to fifteen units\* as specified below. The admission requirements are the same whether regular or special courses will be taken.

### **I. PRESCRIBED.**

English, three units;  
History, one unit;  
Mathematics, three units;  
Latin, four units;  
Second language, two units.  
French or  
German.

### **II. ELECTIVE.**

The remaining two units may be chosen in accordance with any of the three following plans. Notice that one unit of French or German is not accepted. If French or German is offered, not less than two units must be offered. Where a third year of either language is offered, the one unit will be accepted.

#### *Plan 1*

French or } (third year work) —one unit.  
German      }

History or }  
Chemistry or }  
Physics or } —one unit.  
Botany      }

#### *Plan 2*

German or }  
French      } —two units.

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\*A unit means a year's work, of five recitations a week.

### *Plan 3*

History or  
Chemistry or  
Physics or  
Botany } two units.  
(only one unit of one subject.)

Candidates will not be admitted if conditioned in more than two subjects.

In detail the requirements are:

### **ENGLISH (3 Units)**

No candidate will be accepted in English whose work is notably deficient in point of spelling, punctuation, grammar, or division into paragraphs.

### **REQUIREMENTS FOR 1915-19**

(a.) READING AND PRACTICE—The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature, by giving her a first-hand knowledge of some of its best specimens. She should read the books carefully, but her attention should not be so fixed upon details that she fails to appreciate the main purpose and charm of what she reads.

With a view to large freedom of choice, the books provided for reading are arranged in the following groups, from each of which at least two selections are to be made, except as otherwise provided under Group I.

Group I. Classics in Translation.—*The Old Testament*, comprising at least the chief narrative episodes

in *Genesis*, *Exodus*, *Joshua*, *Judges*, *Samuel*, *Kings*, and *Daniel*, together with the books of *Ruth* and *Esther*. The *Odyssey*, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII. The *Iliad*, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI. The *Aeneid*.

The *Odyssey*, *Iliad*, and *Aeneid* should be read in English translations of recognized literary excellence.

For any selection from this group a selection from any other group may be substituted.

Group II. Shakespeare: *Midsummer Night's Dream*, *Merchant of Venice*, *As You Like It*, *Twelfth Night*, *The Tempest*, *Romeo and Juliet*, *King John*, *Richard II*, *Richard III*, *Henry V*, *Coriolanus*, *Julius Cæsar*, *Macbeth*, *Hamlet*. (No one of the last three may be taken if chosen for study under B.)

Group III. Prose Fiction. Malory: *Morte d'Arthur* (about 100 pages); Bunyan: *Pilgrim's Progress*, Part I; Swift: *Gulliver's Travels* (voyages to Lilliput and to Brobdingnag); Defoe: *Robinson Crusoe*, Part I; Goldsmith: *The Vicar of Wakefield*; Frances Burney (Madame d'Arblay): *Evelina*; Scott: any one of the novels; Jane Austen: any one of the novels; Maria Edgeworth: *Castle Rackrent*, or *The Absentee*; Dickens: any one of the novels; Thackeray: any one of the novels; George Eliot: any one of the novels; Mrs. Gaskell: *Cranford*; Kingsley: *Westward Ho!* or *Hereward the Wake*; Reade: *The Cloister and the Hearth*; Blackmore: *Lorna Doone*; Hughes: *Tom Brown's School-days*; Stevenson: any one of the novels which are out of copyright; Cooper: any one

of the novels; Poe: *Selected Tales*; Hawthorne: any one of the novels which are out of copyright; a collection of *Short Stories* by various standard writers.

Group IV. Essays, Biography, etc. Addison and Steele: *The Sir Roger de Coverley Papers*, or selections from *The Tatler* and *The Spectator* (about 200 pages); Boswell: Selections from the *Life of Johnson* (about 200 pages); Franklin: *Autobiography*; Irving: Selections from the *Sketch Book* (about 200 pages), or the *Life of Goldsmith*; Southey: *Life of Nelson*; Lamb: Selections from the *Essays of Elia* (about 100 pages); Lockhart: Selections from the *Life of Scott* (about 200 pages); Thackeray: Lectures on *Swift, Addison, and Steele* in the *English Humorists*; Macaulay: one of the following essays: *Lord Clive, Warren Hastings, Milton, Addison, Goldsmith, Frederic the Great, Madame d'Arblay*; Trevelyan: Selections from the *Life of Macaulay* (about 200 pages); Ruskin: *Sesame and Lilies*, or *Selections* (about 150 pages); Dana: *Two Years before the Mast*; Lincoln: *Selections*, including at least the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, and the letter to Horace Greeley, together with a brief memoir or estimate of Lincoln; Parkman: *The Oregon Trail*; Thoreau: *Walden*; Lowell: *Selected Essays* (about 150 pages); Holmes: *The Autocrat of the Breakfast Table*; Stevenson: *An Inland Voyage and Travels with a Donkey*; Huxley: *Autobiography* and selections from *Lay Sermons*, including the addresses on *Improving Natural Knowledge, A Liberal Education, and A Piece of*

*Chalk*; a collection of *Essays* by Bacon, Lamb, De Quincey, Hazlitt, Emerson, and later writers; a collection of *Letters* by various standard writers.

Group V. Poetry. Palgrave: *Golden Treasury (First Series)*: *Books II and III*, with special attention to Dryden, Collins, Gray, Cowper, and Burns; Palgrave: *Golden Treasury (First Series)*: *Book IV*, with special attention to Wordsworth, Keats and Shelley (if not chosen for study under B); Goldsmith: *The Traveller* and *The Deserted Village*; Pope: *The Rape of the Lock*; a collection of English and Scottish Ballads, as, for example, *Robin Hood* ballads, *The Battle of Otterburn*, *King Estmere*, *Young Beichan*, and *Berwick* and *Grahame*, *Sir Patrick Spens*, and a selection from later ballads; Coleridge: *The Ancient Mariner*, *Christabel*, and *Kubla Khan*; Byron: *Childe Harold, Canto III*, or *Canto IV*, and *The Prisoner of Chillon*; Scott: *The Lady of the Lake*, or *Marmion*; Macaulay: *The Lays of Ancient Rome*, *The Battle of Naseby*, *The Armada*, *Ivry*; Tennyson: *The Princess*, or *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; Browning: *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*, *The Italian in England*, *The Patriot*, “*De Gustibus—*,” *The Pied Piper*, *Instans Tyrannus*; Arnold: *Sohrab and Rustum* and *The Forsaken Merman*; Selections from *American Poetry*, with special attention to Poe, Lowell, Longfellow, and Whittier.

(b.) STUDY AND PRACTICE—This part of the requirement is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions. The books provided for study are arranged in four groups, from each of which one selection is to be made.

Group I. Drama. Shakespeare: *Julius Cæsar*, *Macbeth*, *Hamlet*.

Group II. Poetry. Milton: *L'Allegro*, *Il Penseroso*, and either *Comus* or *Lycidas*; Tennyson: *The Coming of Arthur*, *The Holy Grail*, and *The Passing of Arthur*; the selections from Wordsworth, Keats, and Shelley in *Book IV* of Palgrave's *Golden Treasury (First Series)*.

Group III. Oratory. Burke: *Speech on Conciliation with America*; Macaulay: *Speeches on Copyright* and Lincoln: *Speech at Cooper Union*; Washington: *Farewell Address*; and Webster: *First Bunker Hill Oration*.

Group IV. Essays. Carlyle: *Essay on Burns*, with a selection from Burns's *Poems*; Macaulay: *Life of Johnson*; Emerson: *Essay on Manners*.

## HISTORY (1 or 2 Units)

### PRESCRIBED POINT.

For the prescribed point in history, the student must present one of the following subjects:

(a) Ancient history, with special reference to Greek and Roman history. A short introductory

study of the most ancient nations is desirable, as well as a brief sketch of the main events in the Middle Ages, from the fall of Rome to the death of Charlemagne.

(b) English history, with reference to the social as well as the political development.

(c) American history and elementary civil government.

Each of the foregoing topics is intended to represent one full year's course with five recitations a week, or two years with three hours a week.

The student is expected to be able to handle any of the standard preparatory text-books, such as Andrew's *History of England*, or West's *Ancient History*; to have acquired a sufficient historical vocabulary to enable her to read the more advanced works intelligently, and to have had some little training in the writing of abstracts. The student is expected, also, to have had some practice in the drawing of maps, and may be called on in examination to show her knowledge of geography either by her own drawings, or by the location of places on an outline map.

Students entering on certificate are expected to have taken the course in history, not earlier than the third or fourth year of high school work.

Ancient history is recommended as affording the best preparation for the freshman course.

#### ELECTIVE POINT.

A candidate may offer any one of these three subjects as a second point in history (see pages 12-13), provided that one of the points be ancient history,

and that both points be taken in the last three years of the preparatory work.

### MATHEMATICS (3 Units)

(a) ALGEBRA.—(1) To Quadratics: The four fundamental operations for rational algebraic expressions; factoring, determination of highest common factor and lowest common multiple by factoring; fractions, including complex fractions; ratio and proportion; linear equations, both numerical and literal, containing one or more unknown quantities; problems depending on linear equations; radicals, including the extraction of the square root of polynomials and of numbers; exponents, including fractional and negative.

(2) Quadratics and Beyond: Quadratic equations, both numerical and literal; simple cases of equations with one or more unknown quantities that can be solved by the methods of linear or quadratic equations; problems depending on quadratic equations; the binomial theorem for positive integral exponents; the formulas for the  $n$ th term and the sum of the terms of arithmetical and geometrical progression, with applications.

It is assumed that pupils will be required throughout the course to solve numerous problems which involve putting questions into equations. Some of these problems should be chosen from mensuration, from physics, and from commercial life. The use of graphical methods and illustrations, particularly in connection with the solution of equations, is also expected.

(b) PLANE GEOMETRY.—The usual theorems and construction of good text-books, including the general properties of plane rectilinear figures; the circle and the measurements of angles; similar polygons; areas; regular polygons and the measurement of the circle; the solution of numerous original exercises, including loci problems; application to the mensuration of lines and plane surfaces.

### LATIN (4 Units)

For the present either the new requirements or the old may be offered. The new requirements are preferred.

#### NEW REQUIREMENTS.

The Latin reading must be not less in amount than Cæsar, *Gallic War*, I-IV; Cicero, *Archias*, the *Manilian Law*, the orations against Catiline; Virgil, *Æneid*, I-VI. The amount of reading specified above should be selected from the following authors and works. Cæsar (*Gallic War* and *Civil War*) and Nepos (*Lives*); Cicero (orations, letters, and *De Senectute*) and Sallust (*Catiline* and *Jugurthine War*); Virgil (*Bucolics*, *Georgics*, and *Æneid*) and Ovid (*Metamorphoses*, *Fasti*, and *Tristia*).

The following prescribed reading must be offered by all candidates: Cicero, orations for the Manilian Law and for Archias, and Virgil, *Æneid*, I, II, and either IV or VI, at the option of the candidate.

In grammar and composition it is expected that the student have thorough knowledge of all regular

inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read, with ability to use this knowledge in writing Latin prose.

It is especially urged that throughout the entire period of preparation, emphasis be given to sight reading and to regular work in prose composition.

#### OLD REQUIREMENTS.

LATIN GRAMMAR.—The inflections; the simpler rules for composition and derivation of words, syntax of cases and the verbs; structure of sentences in general, with particular regard to relative and conditional sentences, indirect discourse, and the subjunctive.

LATIN COMPOSITION.—Translation into Latin of detached sentences, and very easy continuous prose based upon Cæsar and Cicero.

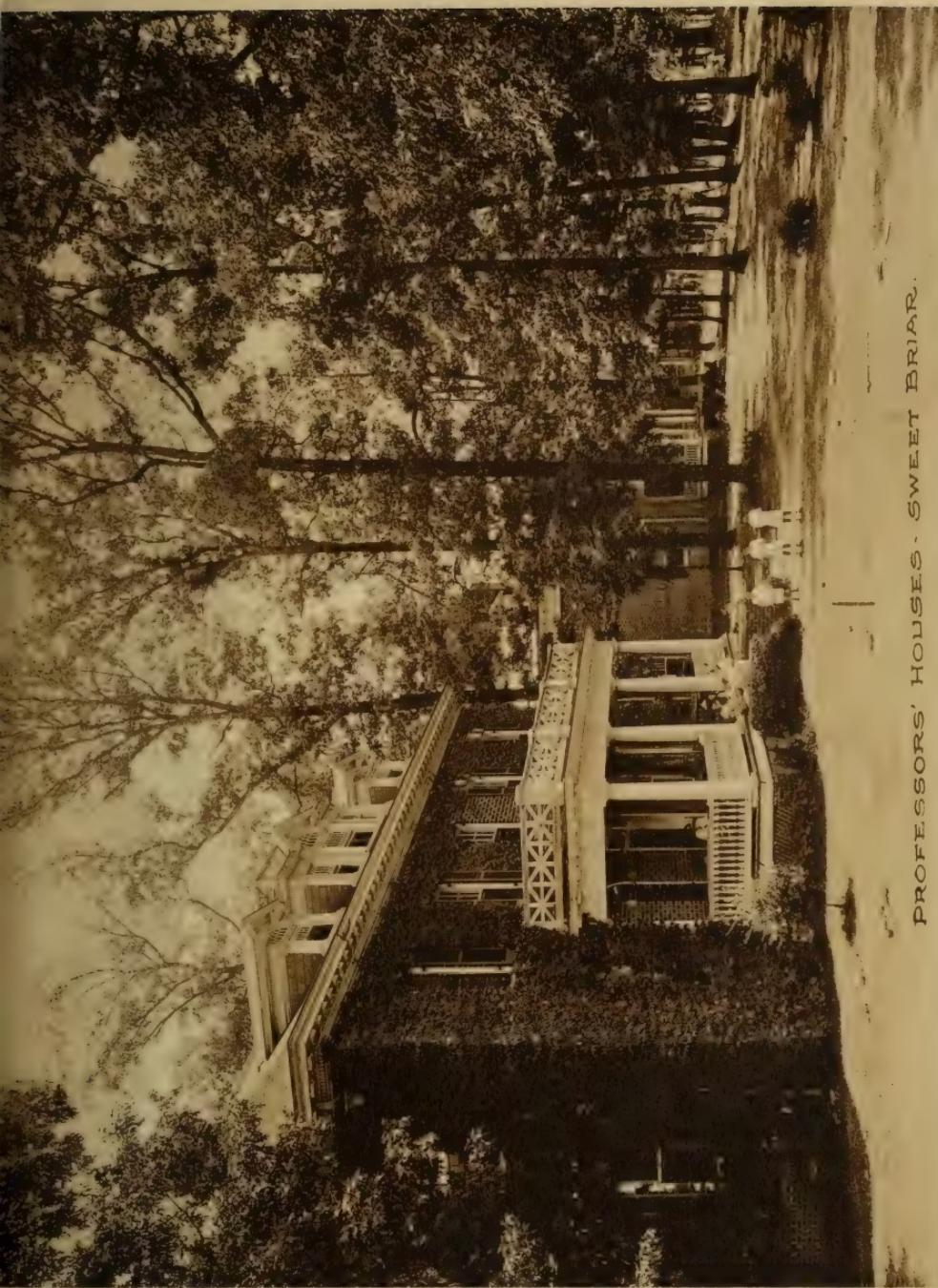
CÆSAR.—Any four books of the *Gallic War*, preferably the first four.

CICERO.—Any six orations from the following list, but preferably the first six mentioned: The four orations against Catiline, Archias, the Manilian Law, Marcellus, Roscius, Milo, Sestius, Ligarius, the fourteenth Philippic.

VIRGIL.—The first six books of the *Aeneid*, and so much prosody as relates to accent, versification in general, and dactylic hexameter.

ADVANCED PROSE COMPOSITION, consisting of continuous prose of moderate difficulty based on Cicero.

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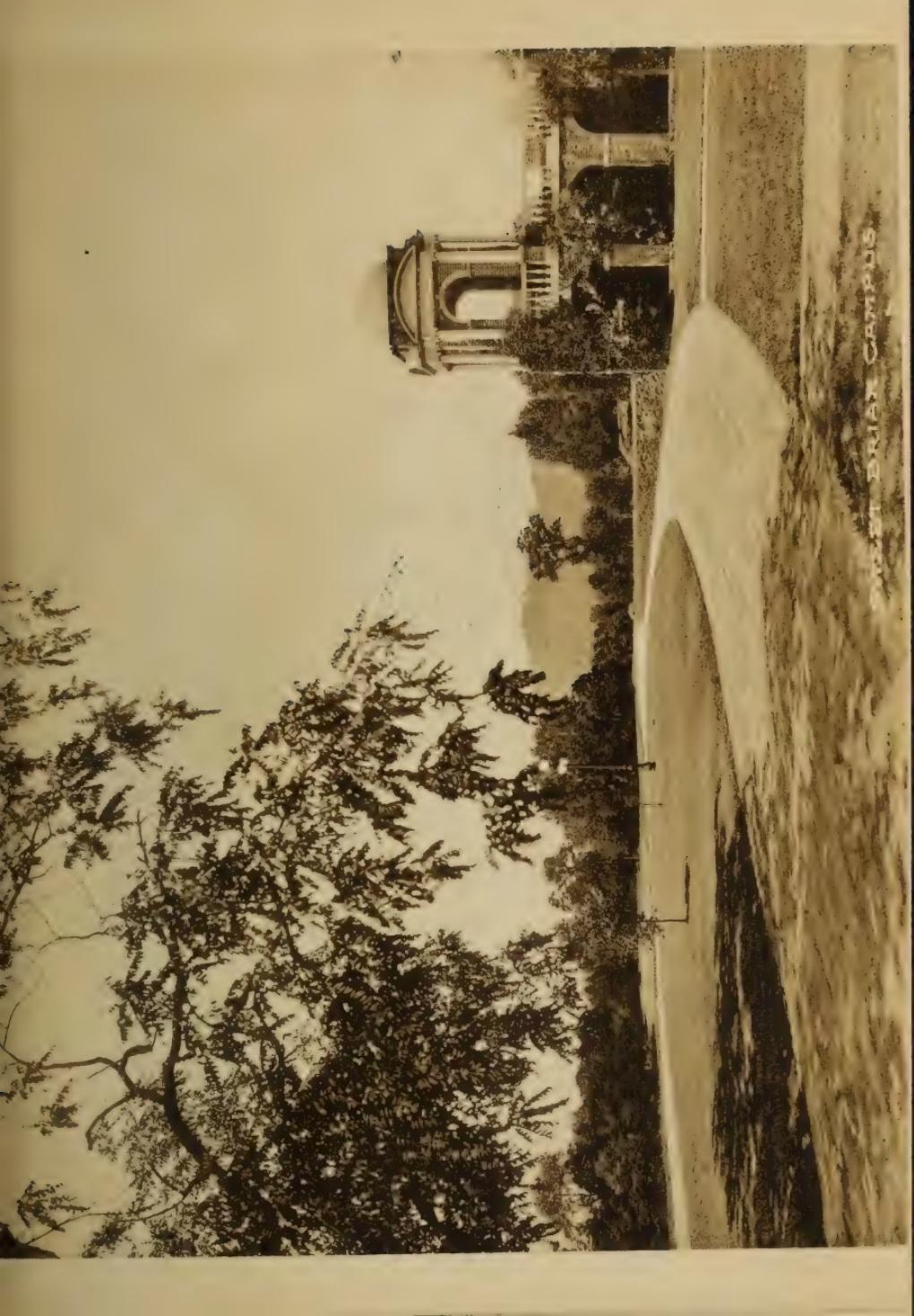


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SIGHT TRANSLATION OF PROSE of no greater difficulty than the easier portions of Cicero's orations.

### GREEK (3 Units)

GREEK GRAMMAR AND COMPOSITION.—The topics are similar to those detailed under Latin Grammar and Composition. The examination in grammar and prose composition will be based on the first two books of Xenophon's *Anabasis*.

XENOPHON.—The first four books of the *Anabasis*.

HOMER.—The first three books of the *Iliad* (omitting II, 494 to end), and the Homeric constructions, forms and prosody.

ADVANCED PROSE COMPOSITION, consisting of continuous prose based on Xenophon and other Attic prose of similar difficulty.

SIGHT TRANSLATION OF PROSE of no greater difficulty than Xenophon's *Anabasis*.

### FRENCH (2 or 3 Units)

The requirements follow the recommendations of the Modern Language Association embodied in Document No. 62 of the College Entrance Examination Board.

#### 2-UNIT REQUIREMENT.

At the end of the elementary course the pupil should be able to pronounce French accurately, to read at sight easy French prose, to put into French simple English sentences taken from the language of every-day life or based upon a portion of the French text read, and

to answer questions on the rudiments of the grammar as defined below.

During the first year the work should comprise:

1. Careful drill in pronunciation.
2. The rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions; the order of words in the sentence, and the elementary rules of syntax.
3. Abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression.
4. The reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read (the teacher giving the English), and in reproducing from memory sentences previously read.
5. Writing French from dictation.

Suitable texts for the first year are: A well graded reader for beginners; Bruno, *le Tour de la France*; Compayré *Yvan Gall*; Laboulaye, *Contes bleus*; Malot, *Sans famille*.

During the second year the work should comprise:

1. The reading of from 200 to 400 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches.
2. Constant practice, as in the previous year, in translating into French easy variations upon the texts read.

3. Frequent abstracts, sometimes oral and sometimes written, of portions of the texts already read.
- . 4. Writing French from dictation.
5. Continued drill upon the rudiments of grammar, with constant application in the construction of sentences.
6. Mastery of the forms and use of pronouns, pronominal adjectives, of all but the rare irregular verb forms, and of the simpler uses of the conditional and subjunctive.

Suitable texts for the second year are: Daudet, *le Petit Chose*; Erckmann-Chatrian, stories; Halévy, *l'Abbé Constantin*; Labiche et Martin, *le Voyage de M. Perrichon*; Lavis, *Histoire de France*.

### 3-UNIT REQUIREMENT.

At the end of the intermediate course the pupil should be able to read at sight ordinary French prose or simple poetry, to translate into French a connected passage of English based on the text read, and to answer questions involving a more thorough knowledge of syntax than is expected in the elementary course.

The work should comprise the reading of from 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form; constant practice in giving French paraphrases, abstracts or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation.

Suitable texts for the third year are: Bazin, *les Oberlé*; Dumas, novels; Mérimée, *Colomba*; Sandeau, *Mlle. de la Seiglière*; Tocqueville, *Voyage en Amérique*.

## **GERMAN (2 or 3 Units)**

The requirements follow the recommendations of the Modern Language Association embodied in Document No. 62 of the College Entrance Examination Board.

### **2-UNIT REQUIREMENT.**

At the end of the elementary course in German, the pupil should be able to read at sight, and to translate, if called upon, by way of proving ability to read, a passage of very easy dialogue or narrative prose, help being given upon unusual words and constructions, to put into German short English sentences taken from the language of every-day life or based upon the text given for translation, and to answer questions upon the rudiments of grammar as defined below.

During the first year the work should comprise:

1. Careful drill upon pronunciation.
2. The memorizing and frequent repetition of easy colloquial sentences.
3. Drill upon the rudiments of grammar, that is, upon the inflection of the articles, of such nouns as belong to the language of every-day life, of adjectives, pronouns, weak verbs and the more usual strong verbs; also upon the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word-order.
4. Abundant easy exercises designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression.

5. The reading of from 75 to 100 pages of graduated texts from a reader, with constant practice in translating into German easy variations upon sentences selected from the reading lesson (the teacher giving the English), and in the reproduction from memory of sentences previously read.

\*Suitable texts for the first year are: After one of the many Readers especially prepared for beginners, Meissner's *Aus meiner Welt*; Blüthgen's *Das Peterle von Nürnberg*; Storm's *Immensee*, or any of Baumbach's short stories.

During the second year the work should comprise:

1. The reading of from 150 to 250 pages of literature in the form of easy stories and plays.

2. Accompanying practice, as before, in the translation into German of easy variations upon the matter read and also in the off-hand reproduction, sometimes orally and sometimes in writing, of the substance of short and easy selected passages.

3. Continued drill upon the rudiments of grammar, directed to the ends of enabling the pupil, first, to use her knowledge with facility in the formation of sentences, and, secondly, to state her knowledge correctly in the technical language of grammar.

\*Suitable texts for the second year are: Gerstacker's *Germelshausen*; Eichendorff's *Aus dem Leben eines Taugenichts*; Wildenbruch's *Das edle Blut*; Jensen's *Die braune Erica*; Seidel's *Leberecht Hühnchen*; Fulda's *Unter vier Augen*; Benedix's *Lustspiele* (any one).

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\*During each year at least six German poems should be committed to memory.

### 3-UNIT REQUIREMENT.

At the end of the intermediate course the pupil should be able to read at sight German prose of ordinary difficulty, whether recent or classical; to put into German a connected passage of simple English, paraphrased from a given text in German; to answer any grammatical questions relating to the usual forms and essential principles of the language, including syntax and word formation, and to translate and explain (so far as explanation may be necessary) a passage of classical literature taken from some text previously studied.

The work should comprise, in addition to the elementary course, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, paraphrases, abstracts, or reproductions from memory of selected portions of the matter read; also grammatical drill upon the less usual strong verbs, the use of articles, cases, auxiliaries of all kinds, tenses and modes (with special reference to the infinitive and subjunctive), and likewise upon word-order and word-formation.

\*Suitable texts for the third year are: Heyse's, Riehl's, Keller's, Storm's, Meyer's, Ebner-Eschenbach's, W. Raabe's, *Novellen* or *Erzählungen*; Schiller's *Wilhelm Tell*; Freytag's *Die Journalisten*; Heine's *Harzreise*.

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\*During each year at least six German poems should be committed to memory.

## **CHEMISTRY (1 Unit)**

The preparation in chemistry should cover at least one full session, with three recitations a week, and should include the study of one standard text-book, to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws of elementary chemistry. In addition to the three recitations, four periods weekly should be devoted to practical tests and experiments performed by the students individually under the direction of the teacher. Every candidate must present at the time of, and as a part of, the examination in chemistry a note-book containing in the candidate's own language a description of her laboratory exercises, the steps, observations, and results of each exercise being carefully recorded. The record should be well-ordered, plainly legible, and concise. The note-book must bear the endorsement of the teacher, certifying that the notes are a true record of the student's work.†

## **PHYSICS (1 Unit)**

The requirements in physics are in every respect similar to those in chemistry. The candidate is required to have studied for a full session one standard text-book and to have done individual laboratory work. As in chemistry, she must be prepared to show her laboratory note-book, properly certified by her instructor.

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†In Document No. 62 of the College Entrance Examination Board may be found a list of sixty experiments adapted to the high school course.

## **BOTANY (1 Unit)**

The preparation in botany should cover at least one full session, and should include individual laboratory work. This course should comprise: (1) The general principles of (a) Anatomy and Morphology, (b) Physiology, and (c) Ecology; (2) The natural history of the plant groups, and classification.

For further details see Document No. 62 of the College Entrance Examination Board already referred to.

## **ADMISSION TO ADVANCED STANDING**

When advanced standing is asked for, request for it must be submitted to the executive committee through the heads of the departments in which this standing is asked. Full credits will not be given until after the completion of the first semester's work. No student will be allowed to graduate with less than one year of residence work.

## **DEGREES**

The A. B. degree is the only degree given at present.

## **CERTIFICATES**

The college will accept, instead of examinations, certificates from schools doing standard college preparatory work. Application for admission on certificate should be made to the President, and should be accompanied by a full statement of the college preparatory course offered by the school, and the amount of work done by the student who wishes to enter.

## **REGISTRATION**

. Students wishing to be enrolled should send (1) an application for admission, giving information regarding schools previously attended with names and addresses of principals; (2) a statement made and signed by the principal of the school last attended showing the subjects studied and amount of work covered in each subject; (3) a registration fee of ten dollars. In cases where students are not introduced through students or friends of the college, names of references are required.

Blanks for (1) and (2) will be forwarded on application to the President.

Rooms are not reserved until the above conditions are complied with.

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## **COURSE OF INSTRUCTION**

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It is the aim of the curriculum to give the student freedom to choose lines of work which are in accord with her natural tendencies and previous preparation, and yet to give systematic training in the chosen line. Under the guidance of the chosen course, a student should secure a broad, general training with a central point of view, and should be prepared for any special work which she may desire to pursue after she has finished the college course. To this end a form of the so-called "group system" has been adopted.

The curriculum offers six courses: A, English; B, Modern Languages; C, Ancient Languages; D, History and Economics; E, Mathematics and Physics; F, Science.

Candidates for the degree of A. B. must complete sixty hours of work in conformity with one of the above courses. Not more than sixteen nor less than twelve hours may be taken by a student without special permission from the faculty; and not less than ten nor more than eighteen hours may be taken under any circumstances by candidates for the degree.

Students wishing to take courses that do not lead to the degree are classed as irregular students. Such students must offer the same entrance credits as candidates for the degree; they are required to take five subjects, three of them being other than music or art.

# OUTLINE OF COURSES OF STUDY

COURSE A <i>(English)</i>	Hours	COURSE B <i>(Modern Languages)</i>	Hours	COURSE C <i>(Ancient Languages)</i>	Hours
<b>FRESHMAN</b>		<b>FRESHMAN</b>		<b>FRESHMAN</b>	
English I	3	English I	3	English I	3
History I	3	History I	3	History I	3
Latin I	3	Latin I	3	Latin I	3
French II or III } or German II or III }	3	French II or III } or German II or III }	3	French II or III } or German II or III }	3
Biology I or } Chemistry I }	3	Biology I or } Chemistry I }	3	Biology I or } Chemistry I }	3
<b>SOPHOMORE</b>		<b>SOPHOMORE</b>		<b>SOPHOMORE</b>	
English II	3	English II	3	English II	3
History II	3	Latin II	3	Latin II	3
French III or IV } or German III or IV }	3	French III or IV } or German III or IV }	3	French III or IV } or German III or IV }	3
Latin II or } German I or II }	3	German I or II } or French I or II }	3	Greek I or II Elective	3
French I or II or } Greek I or II Elective	3	Elective	3		
<b>JUNIOR</b>		<b>JUNIOR</b>		<b>JUNIOR</b>	
English	3	French IV or V } or German IV or V }	3	Latin	3
Any Language	3	German II or III } or French II or III }	3	Greek	3
Elective	9	Elective	9	Elective	9
<b>SENIOR</b>		<b>SENIOR</b>		<b>SENIOR</b>	
English	3	French or } (adv.)	3	Latin (adv.)	3
Any Language	3	German or } (adv.)	3	Greek (adv.)	3
Elective	9	French Elective	9	Elective	9

The Roman numerals refer to courses as numbered in the description of college courses as given on pages 42-59.

In junior and senior years where no Roman numeral is given the student may take courses marked junior elective in the junior year and courses marked senior elective in the senior year.

In course F the first science required must be the same throughout the four years. For example, if Biology I is taken in the freshman year Biology must be taken in the sophomore, junior, and senior years.

## OUTLINE OF COURSES OF STUDY—Con.

COURSE D (History and Economics)	Hours	COURSE E (Mathematics and Physics)	Hours	COURSE F (Science)	Hours
FRESHMAN		FRESHMAN		FRESHMAN	
English I	3	English I	3	English I	3
History I	3	History I	3	History I	3
Mathematics I or } Latin I	3	Mathematics I	3	Mathematics I	3
French II or III } or German II or III }	3	French II or III } or German II or III }	3	French II or III } or German II or III }	3
Biology I or } Chemistry I }	3	Biology I or } Chemistry I }	3	Biology I or } Chemistry I }	3
SOPHOMORE		SOPHOMORE		SOPHOMORE	
English II	3	English II	3	English II	3
History II	3	Mathematics III	3	French III or IV } or	3
French III or IV } or German III or IV }	3	Physics I or II	3	German III or IV }	3
Any Language	3	French III or IV } or German III or IV }	3	Biology IV or II or Chemistry II and III	3
Elective	3	Elective	3	A Second Science Elective	3
JUNIOR		JUNIOR		JUNIOR	
History or } Economics }	3	Mathematics or } Physics	3	Biology or } Chemistry	3
Any Language	3	Any Language	3	A Second Science	3
Elective	9	Elective	9	Elective	9
SENIOR		SENIOR		SENIOR	
History or } Economics }	3	Physics or } Mathematics }	3	Biology or } Chemistry	3
Any Language	3	Any Language	3	A Second Science	3
Elective	9	Elective	9	Elective	9

The Roman numerals refer to courses as numbered in the description of college courses as given on pages 42-59.

In junior and senior years where no Roman numeral is given the student may take courses marked junior elective in the junior year and courses marked senior elective in the senior year.

In course F the first science required must be the same throughout the four years. For example, if Biology I is taken in the freshman year Biology must be taken in the sophomore, junior, and senior years.

## **ENGLISH**

**PROFESSOR GOODE**

**MISS HADLEY**

**I. COMPOSITION AND LITERATURE.** In this course instruction is given in the theory and practice of English composition along with selections from literature for purposes of instruction and example. A text-book is used, frequent themes are assigned, and individual conferences are held.

*Three hours a week throughout the year.*

*Required of all freshmen.*

**II. (a) ENGLISH LITERATURE OF THE EIGHTEENTH CENTURY, WITH SPECIAL REFERENCE TO THE CLASSICAL AND EARLY ROMANTIC SCHOOLS.** Lectures, required reading, critiques.

Prerequisite: English I.

*Three hours a week. First semester.*

**(b) ENGLISH LITERATURE OF THE NINETEENTH CENTURY, WITH SPECIAL REFERENCE TO THE ROMANTIC POETS.** Lectures, required reading, critiques.

*Three hours a week. Second semester.*

*Both (a) and (b) are required of all sophomores.*

**III. (a) THE ELIZABETHAN DRAMA, WITH SPECIAL REFERENCE TO SHAKESPEARE.** Lectures, required reading, recitations and reviews.

(b) NON - DRAMATIC LITERATURE FROM SPENSER TO MILTON INCLUSIVE. Lectures, required reading, theses.

Prerequisite: English II.

*Three hours a week. Second semester. Junior elective.*

IV. (a) ENGLISH LITERATURE FROM THE BEGINNING TO THE NORMAN CONQUEST. The work of this course includes the study of a text-book on Early English Literature, and the translation of selections from Bright's *Anglo-Saxon Reader* and *Beowulf*.

Prerequisite: English II.

*Three hours a week. First semester. Senior elective.*

(b) ENGLISH LITERATURE FROM THE NORMAN CONQUEST TO 1400, WITH SPECIAL EMPHASIS ON THE WORK OF CHAUCER. Lectures, assigned readings, recitations.

Prerequisite: English II.

*Three hours a week. Second Semester. Senior elective.*

V. ADVANCED COMPOSITION. The work includes considerable practice in composition, chiefly of the expository and narrative types, and a brief survey of the history and principles of English versification.

Prerequisite: English II.

*Three hours a week throughout the year.*

*Open only to those students who have manifested a talent for writing.*

**VI. (a) THE ENGLISH NOVEL.** The class will become acquainted, by means of lectures and extensive reading, with the development of the English novel from Richardson to Stevenson.

Prerequisite: English II.

*Three hours a week. First Semester.*

**(b) AMERICAN LITERATURE.** Literary history of America in outline; critical study of selected authors.

Prerequisite: English II.

*Three hours a week. Second semester.*

## **BIBLICAL HISTORY AND LITERATURE**

PROFESSOR LEWIS

**I. THE ORIGIN AND HISTORY OF THE HEBREW PEOPLE TO THE MACCABEAN PERIOD.**

The object of this course is to trace the development of divine revelation, as illustrated in the history of the Israelites, and to acquaint the student with the life, manners, and thought of the people, as a preparation for the study, later, of Hebrew literature.

*First Semester. Three hours a week. Sophomore elective.*

**II. NEW TESTAMENT HISTORY, FROM MACCABEAN PERIOD TO THE CLOSE OF THE APOSTOLIC AGE.**

A study of the history recorded in the Gospels and in the Acts of the Apostles. This course includes a study of the preparation of the world for the coming of Christ, the religious beliefs of the Jewish

people of that age, and a brief survey of the Gentile world to whom the Apostles preached Christianity. *Preparatory to Course IV.*

*Second semester. Three hours a week. Sophomore elective.*

### III. THE LITERATURE OF THE OLD TESTAMENT.

A study of the books of the Old Testament; their date, authorship, outline analysis, and special message of each. The development of religious thought is traced through the literature, studied chronologically.

*First semester. Three hours a week. Junior and senior elective.*

### IV. THE LITERATURE OF THE NEW TESTAMENT.

A study of the books of the New Testament, including the date, authorship, outline, and contribution to religious thought, of each.

*Second semester. Three hours a week. Junior and senior elective.*

### V. THE LIFE AND TEACHING OF CHRIST.

A study of the Life of Christ, with especial reference to its message to modern life.

*First semester. Three hours a week. Junior and senior elective.*

### VI. COMPARATIVE RELIGION.

A study of the great ethnic religions of the world, and a comparison of each with Christianity.

*Second semester. Three hours a week. Junior and senior elective.*

Courses III and IV are given alternately with V and VI.

## FRENCH

PROFESSOR MCMASTER

MISS BARTLETT

I. ELEMENTARY COURSE. In this course emphasis is laid on pronunciation and a thorough drill in the elements of grammar. Composition, translation, sight reading, dictation. Fraser and Squair *A French Grammar*.

*Four hours a week. One year. Sophomore or junior electives in Courses A, C, D, E, F.*

II. INTERMEDIATE COURSE. Fraser and Squair, *French Grammar*; François, *Advanced French Composition*; Matzke, *Primer of French Pronunciation*; Augier, *le Gendre de M. Poirier*; Coppée, *le Luthier de Crémone* and *le Trésor*; Rostand, *les Romanesques*; Mérimée, *Colomba*; Hugo, *les Misérables*; Taine, *l'Ancien Régime*; Weill, *French Newspaper Reader*; Buffum, *French Short Stories*; Bowen, *French Lyrics*. *Résumés*. Dictation and memorizing.

*Three hours a week. One year. Required in the freshman year of all who have offered 2 units of French as a second language. Sophomore, junior and senior elective in Courses A, C, D, E, F.*

Prerequisite: French I, or its equivalent.

III. GENERAL COURSE. In the first semester of this course emphasis is laid on an intensive review of the grammar and on translation of passages from English into French. In the second semester such books are

read as will give the student a general knowledge of French life and literature up to the end of the classical period. Written and oral reports in French. The aim of this course is to give the students a working knowledge of written and spoken French and to make them acquainted with the spirit of the classical age of France.

Prerequisite: French II, or its equivalent.

*Three hours a week. One year. Junior or senior electives in Courses A, C, D, E, F.*

IV. SEVENTEENTH CENTURY LITERATURE. A study of the origin and development of French classicism. The first semester is devoted to Corneille, Racine, and Molière, the second semester to Descartes, Pascal, la Rochefoucauld, Bossuet, la Bruyère, Mme. de Sévigné, Mme. de la Fayette, la Fontaine, Boileau, and Fénelon. Lectures, written reports, and collateral reading.

Prerequisite: French III.

*Three hours a week. One year. Junior or senior electives in Courses, A, C, D, E, F.*

V. FRENCH LITERATURE OF THE EIGHTEENTH CENTURY. The work in this course comprises a study of the history of eighteenth-century literature, and the reading of the following: Plays by Voltaire, Regnard, Lesage, Marivaux, and Beaumarchais; novels by Lesage, Marivaux, Prévost, Rousseau, and Bernardin de Saint-Pierre; selections from Massillon, Voltaire, Montesquieu, Buffon, Diderot, and Rousseau. Abry, Audic et Crouzet, *Histoire illustrée de la littérature française*.

Prerequisite: French IV.

*Three hours a week. One year. Junior elective.*  
Prerequisite: French IV.

## ITALIAN

I. ELEMENTARY COURSE. The first semester is devoted to grammar and composition. The second semester is devoted to the reading of some works by representative Italian writers, such as: Goldoni, Manzoni, Silvio Pellico, Fogazzaro, De Amicis, etc. Should the progress of the class justify it, the *Inferno* of Dante may be read instead of some of the works mentioned above.

Prerequisite: French III.

*Three hours a week. One year. Senior elective.*

## GERMAN

MISS WARD

I. Gronow's *Jung Deutschland*. Thomas's *Practical German Grammar*.

Readings: *Immensee*; *Lebrecht Hühnchen*; *Wilhelm Tell*.

*Four hours a week. One year. Sophomore or junior elective in Courses A, C, D, E, F.*

II. Readings: Lessing's *Minna von Barnhelm*; Goethe's *Hermann und Dorothea*; Schiller's *Jungfrau von Orleans*; Freytag's *Karl der Grosse* and *Aus dem Klosterleben*; Whitney and Stroebe's *German Composition*.

Prerequisite: I, or its equivalent.

*Three hours a week. One year. Required in the freshman year of all who have offered 2 units of German as a second language for entrance. Sophomore, junior and senior elective in Courses A, C, D, E, F.*

**III.** The aim of this course is two-fold: to give students facility in reading German classics and to develop in them an appreciation of German literature.

Prerequisite: II, or its equivalent.

Readings: Wenckebach's *Meisterwerke des Mittelalters*; Lessing's *Emilia Gallotti*; Schiller's *Kabale und Liebe*; Goethe's *Werther*; Bernhardt's *Deutsche Litteraturgeschichte*; Prose Composition and Syntax.

*Three hours a week. One year. Required in the freshman year of all who have offered 3 units of German as a second language for entrance. Required in the sophomore year of all who have offered 2 units of German as a second language for entrance. Junior and senior elective in Courses A, C, D, E, F.*

#### **IV. Literature of the Nineteenth Century.**

##### **(a) The Romantic Movement.**

Readings: Heinrich von Ofterdingen; selected studies from Eichendorf, Fouqué, Chamisso, Brentano, Arnim, Immermann and Heine; the Fate Dramatists, Werner and Müllner; Kleist's *Der Prinz von Homburg*; Grillparzer's *Die Ahnfrau* and *Sappho*.

##### **(b) Later Currents in Drama and Novel of the Nineteenth Century.**

Witkowski's *Die Entwicklung der deutschen Literatur seit 1830*. Readings from Hebbel, Ludwig,

Storm, Keller, Heyse, Meyer, Scheffel, Freytag, Raabe, Spielhagen, Hauptmann and Sudermann. Open to students who have completed Course III.

*Three hours a week. One year. Required in the sophomore year of all who have offered 3 units of German as a second language for entrance. Senior elective in Courses A, C, D, E, F.*

#### V. LITERATURE OF THE EIGHTEENTH CENTURY.

Scherer's Geschichte der deutschen Literatur, chapters X and XI. Backgrounds of the Drama, Gottsched; Klopstock's *Messias* and *Odes*; Lessing's *Nathan der Weise*, *Laokoon*, and *Hamburgische Dramaturgie*; Wieland and Herder.

Open to students who have completed Course III or IV.

*Three hours a week throughout the year.*

VI. (a) Study of Goethe and Schiller.

(b) German novel since 1870.

*Three hours a week. One year.*

Open to students who have completed Course IV or V.

VII. (a) Middle High German.

Paul's Mittelhochdeutsche Grammatik.

Readings from the *Nibelunglied* and *Gudrun*; Hartmann von Aues *Gregorius*; Dietrich Schernberg's *Spiel von Frau Jutten*.

(b) History of the Development of the German Language.

Open to students who have completed Course IV, V, or VI.

## ANCIENT LANGUAGES

MISS FRASER.

### LATIN

I. Livy, Books 21-22 (abridged edition); Terence, *Phormio*; *Rome and Carthage*, R. B. Smith; Horace, selections from *Odes* and *Epodes*; Latin writing.

*Three hours a week. One year. Required in freshman year of Courses A, B, and C.*

II. Mackail's Latin Literature. Selections from Ovid, Tibullus, Propertius, Catullus. Horace, *Satires* and *Epistles*.

*Three hours a week. One year. Required in sophomore Courses B and C.*

\*III. Plautus's *Captivi*; Terence's *Andria*; Lucretius's *De Rerum Natura*; Mackail's History of Latin Literature.

*Three hours a week. One year. Given alternately with Course IV.*

IV. Pliny's Letters; Juvenal; Martial; Tacitus's *Annals*; Capes's Early Empire.

*Three hours a week. One year. Given alternately with Course III. III or IV is required in junior year of Course C. Both are junior and senior electives.*

\*V. Sight Translation; Sallust's Jugurthine War; Cicero's *De Amicitia*.

*Three hours a week. One semester. Junior and senior electives.*

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\*Not given this year.

## VI. Latin Composition.

*One hour a week. One year. Junior and senior elective.*

## VII. Roman Antiquities.

*Three hours a week. One year. Sophomore, junior and senior elective.*

# HISTORY AND ECONOMICS

MISS SPARROW.

## I. GENERAL EUROPEAN HISTORY.

This course includes the general movements of European history from the fall of Rome to the present day. It covers, in the first semester, the development of the chief institutions of the Middle Ages, such as feudalism, the church, the mediæval empire; and is followed in the second semester by a study of the Renaissance, the Reformation, the religious and political wars, and the development of democracy.

*Three hours a week. One year. Required in the freshman year of all courses.*

## II. HISTORY OF THE RENAISSANCE.

This course contains, first, the political history of Europe during the fourteenth and fifteenth centuries with the quickened life of the people as it manifested itself in arts, letters, science and discovery. Second, it covers the Reformation and the Reaction.

This course presupposes Course I.

*Three hours a week. One year.*

### III. HISTORY OF THE UNITED STATES FROM 1787 TO THE PRESENT DAY.

A study of the making and development of the Constitution of the United States, with special reference to the social and economic forces which shaped party government, and influenced the interpretation of the Constitution.

*Three hours a week. One year. Junior and senior elective.*

### IV. EUROPEAN HISTORY — 19TH CENTURY AND AFTER.

The aim of this course is to give an understanding of present day conditions and problems. It takes up first, the inheritance of the nineteenth century, in science, economic and political ideas. It covers the industrial and political development of Europe during the nineteenth century; and includes a study of socialism, emigration and colonial acquisition and government.

*Three hours a week. One year. Junior and senior elective.*

This course alternates with Course III. It is given in 1914-15.

### V. ECONOMICS.

#### (a) ELEMENTS OF ECONOMICS.

This course deals with general economic theory,

and aims to give some training in economic reasoning.

*Three hours a week. First semester.*

(b) ECONOMIC INSTITUTIONS.

The organization of modern industry is studied, with special reference to money, credit, labor unions, tariff, corporations, and trusts.

*Three hours a week. Second semester. Junior and senior elective.*

## MATHEMATICS

MISS PATTESON.

MISS MORENUS.

I. (a) SOLID AND SPHERICAL GEOMETRY.

(b) ALGEBRA AND PLANE TRIGONOMETRY.

*Three hours a week through the year. Required in freshman work of Courses D, E and F.*

NOTE—Those who have completed in preparatory schools a course in Solid and Spherical Geometry may, with permission of the head of the department, substitute II for I (a). Those who have also completed a course in Plane Trigonometry may take III instead of I (a) and (b). College credit for either I (a) or I (b) is given only on examination.

II. ALGEBRA, including the progressions, the elementary treatment of permutations and combinations, undetermined co-efficients, the elementary treatment of infinite series, the binomial theorem for fractional and negative exponents, theory of logarithms, determinants and the elements of the theory of equations,

including Horner's method for solving numerical equations.

Open to all who have fulfilled the entrance requirements in Algebra.

*Three hours a week for first semester.*

III. PLANE ANALYTICAL GEOMETRY, with an introduction to Solid Analytical Geometry.

Open to those who have taken Course I.

*Three hours a week through the year.*

IV. DIFFERENTIAL AND INTEGRAL CALCULUS.

Open to those who have taken Course III.

*Three hours a week through the year.*

V. PROJECTIVE GEOMETRY.

Open to those who have taken Course III.

*Three hours a week through the year.*

VI. DIFFERENTIAL EQUATIONS.

Open to those who have taken Course IV.

*Three hours a week through the year.*

VII. HISTORY OF MATHEMATICS.

Open to those who have taken Courses I, III and IV.

*Two hours a week through the year.*

## CHEMISTRY

DR. HARRISON

MISS CHANEY

I. DESCRIPTIVE INORGANIC CHEMISTRY.

This course deals with the preparation, properties, and relationships of the more important elements and inorganic compounds. Reference is made on all oe-

casions to applications of chemistry to practical problems, especially those of a domestic nature as applied in Courses I and II of the department of Domestic Science.

The historical and descriptive sides of the subject are presented through lectures and lecture experiments, which are supplemented by the study of some standard text-book. The laboratory work is intimately connected with the lecture course.

The aim of the course is twofold: first, to train the student to be keenly observant, to independently reason out the explanation of the phenomena which she sees and to be deft in manipulation; and secondly, to furnish accurate knowledge of the underlying principles of chemistry as an indispensable precedent to its rational application to any problem.

*Lectures three hours a week. Laboratory work, four hours a week. One year.*

#### \*II. QUALITATIVE ANALYSIS.

In this course the student learns for herself the characteristic reactions of the elements, and their compounds with different reagents. Her knowledge is then tested by practical application to the analyses of unknown substances.

*Prerequisite, Course I.*

*Lectures, three hours a week. Laboratory, six hours a week. First semester.*

#### \*III. QUANTITATIVE ANALYSIS.

Quantitative analysis includes simple experiments

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\*Not given in 1916-1917.

in both volumetric and gravimetric determinations and the study of the reactions involved therein.

*Prerequisites, Courses I and II.*

*Lectures, three hours a week. Laboratory work, six hours a week. Second semester.*

#### IV. ORGANIC CHEMISTRY.

This course is a study of carbon and its compounds, with special reference to their practical uses.

*Lectures, three hours a week. Laboratory work, six hours a week. One year.*

*Prerequisites, Courses I, II and III, or VII.*

*Sophomore, junior and senior elective.*

#### V. THEORETICAL CHEMISTRY.

*Lectures, three hours per week. First semester.*

*Prerequisites, Courses I or VII, and IV.*

*Junior and senior elective.*

#### VI. HISTORICAL CHEMISTRY.

This course is meant to acquaint the student with the leading chemists of the past and present, special emphasis being put upon the contribution of each to the development of chemistry.

*Lectures, three hours per week. Second Semester.*

*Prerequisites, Courses I or VII, and IV.*

*Junior and senior elective.*

#### \*VII. ADVANCED INORGANIC CHEMISTRY.

This course is planned for those students who have met the college entrance requirements in general

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\*Not given in 1916-1917.

**chemistry.** After reviewing the fundamental theories of the science, the chemistry of the metals will be studied.

*Lectures, three hours a week. Laboratory work, four hours a week. One year.*

## BIOLOGY

MISS HOWLAND

### I. GENERAL BIOLOGY.

The aims of this course are to give the student a comprehensive view of the general principles and fundamental facts of Biology, and to train her to keen observation, accurate investigation, and independent judgment.

Lectures and text-books present questions of biologic importance, such as ecology, evolution, and heredity, and also deal with the general characters and relationships of the various forms studied.

Common forms from both plant and animal kingdoms are chosen for study in laboratory and field, as a basis for the clear understanding of the elementary principles of morphology, physiology, histology and embryology.

*Lectures, three hours a week. Laboratory, library and field work, six hours. One year.*

### II. BIOLOGICAL TECHNIQUE.

*Prerequisite, Biology I.*

This course is designed for those desiring advanced work in biology, and for prospective teachers of

biology. It deals with the most important methods of collection, culture, preservation and preparation of material needed for courses in biology.

*Laboratory course, eight hours a week. One year.*

### III. HISTORICAL BIOLOGY.

*Prerequisite, Biology I.*

This course presents a brief survey of the growth of scientific thought and development of biologic sciences from the Greek Epoch down to modern times.

*Lecture and library course, three hours a week.  
One semester.*

## ZOOLOGY

### I. INVERTEBRATE ZOOLOGY.

*Prerequisite, Biology I, except by special arrangement.*

In this course a comparative study of the main phyla is made, approached by means of laboratory work upon selected representatives. The lectures comprise a survey of the various phyla, and are supplemented by the study of some standard text.

*Lectures, three hours a week. Laboratory and field work, six hours. One year. Elective.*

Zoölogy I and Botany I are given in alternate years.

### II. ANIMAL HISTOLOGY.

*Prerequisites, Biology I and Zoölogy I, or Botany I.*

This course deals with the microscopic study of animal tissues, and is especially designed for prospective medical students. Some practice in the histological preparation of tissues is obtained.

*Laboratory, eight hours. Lecture, one hour. One semester.*

### **III. EMBRYOLOGY.**

*Prerequisite, Zoölogy II or IV.*

This course will begin with a brief study of the embryological development of several invertebrate types, as well as the frog, chick and rabbit.

## **BOTANY**

### **I. GENERAL BOTANY.**

*Biology I is a prerequisite except by special arrangement.*

This course deals more especially with cryptogams. The laboratory work consists of a study of selected representatives of the main groups. The lectures present a comparative study of their morphology, reproduction and evolution.

*Lectures, three hours a week. Laboratory work, six hours. One year. Elective.*

Zoölogy I and Botany I are given in alternate years.

### **II. PLANT ECOLOGY.**

*Prerequisites, Biology I and Botany I.*

This course will present the relationships of plant groups, and the various factors which influence their distribution.

*Lecture and library course, three hours a week. One semester.*

## PHYSIOLOGY AND HYGIENE

PROFESSOR HARLEY.

### I. PHYSIOLOGY AND HYGIENE.

This includes the study of:

Nutrition and the functions of the nervous system.

The care of the body and first aid in sickness and accident.

House sanitation, including ventilation, lighting, plumbing and disposal of waste.

Municipal sanitation, including water supplies, sewage disposal, transmissible diseases, eugenics and child nurture.

Government departments of hygiene.

*Two hours a week. One year. Sophomore and junior elective.*

## DOMESTIC SCIENCE

MISS CHANEY

### I. FOOD.

This course comprises a study of foods on the basis of the food principles. It takes up their production, manufacture, adulterations, costs, care in the home, and nutritive value.

The laboratory work is closely connected with the lectures. It includes the chemical and physical properties and the biological relations of the food principles; their application in the preparation of foods; the planning of dietaries and the serving of meals.

*Three periods a week, lectures.*

*Four periods a week, laboratory. Open only to students who have completed Chemistry I, or its equivalent. Sophomore elective.*

## **II. THE CHEMISTRY OF FOODS AND PHYSIOLOGY OF NUTRITION.**

This course includes: first, a review of the chemical properties and reaction of the food principles; second, a study of the digestive juices and their action on foods; third, the absorption of foods; fourth, the function of the food principles in nutrition; and fifth, a study of dietetics.

The laboratory work is intimately connected with the class work.

Prerequisites: Chemistry I and IV.

*Three periods a week, lectures.*

*Six periods a week, laboratory.*

*Junior and senior elective.*

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## **MUSIC**

MISS YOUNG

MISS CRAWFORD

MISS HULL

MISS HUTTER

MISS THOMSON

## **THEORETICAL AND HISTORICAL COURSES**

### **I. THEORY OF MUSIC.**

This course includes a thorough study of notation, rhythm, scales, intervals, elementary harmony and analysis. Ear training and keyboard exercises.

*One hour a week. One year. Will count towards the B. A. degree as a sophomore elective. Open to special students.*

## II. HARMONY.

Chords, harmonizing of melodies, cadencies, dissonances, sequences, non-harmonic tones, organ point, altered chords, modulation.

*Two hours a week. One year. Open to all who have completed Course I. Will count towards the B. A. degree as junior and senior elective. Open to special students.*

III. This course extends from the beginning of the study of notation through the formation and connection of chords, harmonization of melodies, use of non-harmonic tones, and modulation. It aims to give a thorough familiarity with tonalities and part writing.

*Three hours a week. One year.*

*Sophomore, junior and senior elective. Open to special students.*

## IV. COUNTERPOINT.

*Three hours a week. One semester. Open to all who have completed the course in Harmony. Will count toward the A. B. degree.*

\*V. ANALYSIS AND FREE COMPOSITION IN SMALL FORMS.

*Three hours a week. One semester. Open to all who have completed Course IV. Will count toward the A. B. degree.*

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\*Not given in 1915-1916.

## **VI. HISTORY OF MUSIC.**

Music of the ancients, early church music, the polyphonic schools, rise of homophony, transition to modern tonality, and general history to the period of the great masters.

Study of the classic, romantic and modern schools of composition, history of instruments and the lives of the great composers with practical illustrations from their works.

*Three hours a week. One year.*

*Junior and senior elective. Open to special students.*

## **PRACTICAL COURSES**

### **COLLEGIATE COURSE IN INTERPRETATIVE PIANOFORTE PLAYING.**

No student will be admitted to this course unless she has satisfied the entrance conditions. To do this she must be able to play, with due regard to the musical content, the Two-part Inventions of Bach, Haydn Sonata in D major (Peters ed. No. 7), and such pieces as, Schubert "Moments Musicaux" op. 94, No. 2, or Impromptu op. 142 in A flat, together with correct treatment of the keyboard and pedalling; also in passage work a metronome speed of four notes to 100. The student must also be able to read at sight. Equivalents of the above-mentioned pieces may be offered with the approval of the Director.

I. This course follows chronologically and technically work done to meet the entrance requirements

and will include: Bach Three-part Inventions, sonatas by Haydn, Mozart, and Beethoven, smaller compositions of Schumann, Chopin, and modern composers, some ensemble work as well as technique and studies adapted to individual needs.

In supplementary class work the student will study musical acoustics, the orchestra and its instruments, ear training.

*No credit will be given for this course unless taken in connection with theoretical Courses I or III. Sophomore elective. Open to special students. Two hours throughout the year.*

II. The course for the second year will include a study of the suites of Bach and Händel, sonatas of Beethoven, concertos of Mozart and Mendelssohn, and selections from the Romantic and Modern schools of composition. Co-related work in technique, analysis of compositions.

*Two hours throughout the year if taken in connection with theoretical course II.*

III. In the third year Preludes and Fugues of Bach will be studied, larger works of Schumann, Chopin, Brahms, Grieg, etc., together with compositions of the modern Russian and French schools, study of musical forms.

*Two hours throughout the year if taken in connection with theoretical course VI.*

#### PIANOFORTE.

Systematic training is given in thoroughly modern methods of technique and tone production, studies

**and instructive works suitable to the requirements of the individual pupil being used.** Though the importance of technical proficiency is fully recognized, the main object of this course is to bring the student into sympathetic contact with the best music and to impart a broad and educative knowledge of the best literature for the pianoforte.

#### **VOICE CULTURE.**

The course in solo singing will include control of the breath, correct placement and building of the voice, enunciation, a graded course of vocalises, songs by classic and modern writers, and arias.

#### **CHORAL SINGING.**

Two courses in chorus work are offered:

- (a) For students who have had no previous training.
- (b) Glee Club work, for students able to read at sight and having suitable voices.

#### **VIOLIN.**

The course in violin consists of systematic grading of technical work, largely based upon the Sevcik principle of teaching; it embraces standard solos and ensemble work of classic and modern schools.

Students who play orchestral instruments will have the advantage of membership in the Sweet Briar orchestra.

Recitals are given by the faculty and students of the music department; also by visiting artists of repute.

## ART

### HISTORICAL COURSES

MISS MC LAWS

#### I. OUTLINE COURSE IN THE HISTORY OF ART.

This course seeks, through various forms of art expression, to give an understanding of the ideals, activities, and results of the lives of peoples in the evolution of civilization. It also gives an appreciation of the meaning and effect of the Renaissance on modern life. It studies Ancient, Medieval, Renaissance and Modern Art.

*Three hours a week. One year. Sophomore or junior elective.*

#### II. HISTORY OF PAINTING.

A critical study of the technique, subjects, composition and historical relations of the great painters of Italy, France, Spain, the Netherlands, Holland, Germany, England and the United States.

*Three hours a week. One year. Open to those who have completed Course I.*

## PRACTICAL COURSES

#### IV. ELEMENTARY DRAWING AND COLOR COURSE.

Drawing and sketching in pencil, charcoal and color from nature, life, cast and still life.

This course aims to see and represent things pictorially for form, line, color and composition. Qualified students may work in oil.

#### V. DESIGN AND APPLIED COURSE.

The theory of harmony in color, form and material

is developed by a logical sequence of problems dealing with pictorial composition, design and applications to block-printing, stenciling, clay and other mediums of expression.

## VI. INTERIOR DECORATION,

- (a) THE THEORY OF HARMONY IN COLOR.
- (b) FURNISHINGS AND FINISHINGS.
- (c) ORNAMENTS AND DECORATIVE MATERIAL.

This section of the course deals with the finishing of interior woodwork of one's home, the choice and treatment of walls, the selection and placing of furniture and rugs, the choice and arrangement of pictures, with their frames, all bric-a-brac and other material connected with house furnishing.

## VII. Jewelry and simple flat metal course.

## LECTURES AND CONCERTS

Lectures and concerts for the year 1915-16 are as follows:

### LECTURERS

Rev. Joseph B. Dunn.  
President Edwin M. Poteat.  
Professor Alphonso Smith.  
Mrs. John Potts Brown.  
Dr. Hugh Black.  
Professor Adolphe Cohn.

### ARTISTS ON THE CONCERT COURSE

Miss Ruth Deyo.  
Madame Jenny Dufau.

## GENERAL INFORMATION

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### EXPENSES FOR THE YEAR

Checks should be made payable to Sweet Briar Institute.

Charges made to all students, whatever course is taken.

Board, room, laundry .....	\$300.00
Tuition .....	150.00
Lecture and church dues .....	10.00
Infirmary fee .....	10.00
Contingent fee .....	5.00

#### Extra charges

For single room or share in suite of rooms .....	50.00
Laboratory fee for each course in chemistry, physics, biology, or domestic science .....	10.00
Diploma .....	5.00
Art .....	75.00
Music, piano, tuition from Director .....	125.00
"    "    "    "    Instructor .....	90.00
"    use of piano for practice .....	15.00
"    vocal .....	90.00
"    use of piano for vocal practice .....	10.00
"    violin .....	90.00
"    use of room for violin practice .....	5.00

*Of the above charges the sum of two hundred and sixty dollars is payable at entrance. One-half of the extra charges for the year is also due at entrance when such extra charges are incurred. The remainder is due February first, at which time a bill will be rendered.*

Ten dollars must be paid upon applying for entrance. This will be credited on the student's account for the first half year, and will be forfeited

by the student unless notice of withdrawal is given before August fifteenth of the year for which the application is made.

The charge stated above covering laundry allows eighteen pieces weekly. Laundry beyond this amount is charged for at regular rates.

The charge stated above for infirmary fee includes all attention from the physician, medicines and dressings, and two weeks in the infirmary where extra nursing is not required. In case of serious or contagious illness where a special nurse is required, the cost of the nurse and the nurse's board is charged to the student. In case a student is in the infirmary for a total length of time exceeding two weeks, even though any one visit is less than two weeks, the extra time will be charged for at the rate of \$1.50 a day.

The contingent fee of five dollars is a deposit from which charges against the student for damage to rooms, library fines, etc., are deducted at the end of the year, the remainder being returned.

There is an extra charge of twenty-five cents each for meals sent to rooms.

Guests who take meals or remain over night at the college are charged for.

Board at the rate of two dollars a day or ten dollars a week is charged for students and all other persons who remain at the college during the Christmas or spring recess.

Books and stationery are obtained from the Students' Book Shop. Bills for these must be settled directly with this shop, and not through the college.

Students must deposit \$15.00 for the first semester and \$5.00 for the second to cover the cost of books only. The balance will be returned in June. *No books will be ordered for those who have not made this deposit.* Checks should be made payable to the Students' Book Shop.

### DEDUCTIONS

No deduction will be made from sums paid for tuition except tuition in music.

No deduction of any kind will be made unless the absence of the student, or delay in arriving, is for reasons meeting the approval of the President of the college.

Where a student enters more than one month after the beginning of a semester, or is withdrawn more than one month before the end of a semester, a deduction at the rate of thirty dollars per month will be made from the charge for board, and at the rate of eight dollars per month from the charge for tuition in music, either vocal or instrumental. The deduction is reckoned from the time when formal notice of withdrawal is given.

A deduction from the charge for tuition in music will also be made when for reasons satisfactory to the President a student takes music for a time less than one semester. In no case, however, will the amount of this deduction be more than one half the charge for the semester.

## EQUIPMENT

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### BUILDINGS

The college buildings proper are a part of a plan for a group of sixteen buildings, connected by arcades, of a uniform style of architecture. The buildings are all to be of red brick with white trimmings. There will be two quadrangles, one residential, consisting of eight dormitories, a refectory, a chapel, and a gymnasium, and one academic, containing the academic building proper, the art building, the library, the science hall, and the industrial building. Of the plant, four buildings, the academic building, two dormitories and the refectory, were erected before the opening of the college. A third dormitory was erected in 1908, a fourth in 1910, and a fifth in 1912.

By the bequest of the founder, the college owns the old homestead, Sweet Briar House, a spacious building which is furnished entirely with the handsome old furniture which belonged to Mrs. Williams. The building contains beautiful parlors, guest rooms, and the offices of the administrative officers.

In addition to these buildings there are four houses for the residence of the teachers, a steam laundry, a cold-storage house and creamery, and a power house.

The buildings are heated by steam and lighted by electricity.

## **DORMITORIES**

The dormitories are furnished comfortably and attractively, and have every modern convenience. Most of the rooms are arranged so that two girls occupy one room. There are some single rooms. Each dormitory has its reception rooms for social gatherings.

## **ACADEMIC BUILDING**

The academic building contains large well-lighted classrooms, an art studio and laboratories for chemistry, physics, biology, and domestic science. These laboratories are equipped with everything necessary for the courses in science offered in the curriculum.

## **LIBRARY**

A large room in the academic building is used as a library and reading room. The reference books necessary for the work of the curriculum are in the library, and the leading periodicals and several of the leading newspapers are regularly kept on file.

## **ASSEMBLY HALL**

As a temporary assembly hall until the chapel provided for in the plans can be built, the college uses a large hall in one of the dormitories. This hall will seat four hundred persons.

## **GYMNASIUM**

As in the case of the assembly hall, a temporary gymnasium is provided in one of the dormitories.

## CAMPUS

The college campus, consisting of about three thousand acres, gives every opportunity for out-of-door life and exercise. There is a lake where students enjoy boating and swimming in fall and spring, and skating in winter. There is an athletic field containing a hockey field, basket-ball courts and tennis courts. Riding, driving, and cross-country walking are particularly enjoyable because of the beauty of the campus and surrounding Blue Ridge Mountain country.

## FARM

Part of the campus is given up to the farm and dairy which supply the college with fruits, vegetables, milk and cream.

## HEALTH

A physician who has had the best training and wide experience resides on the campus and has charge of the health of the students. All students are required to take physical examinations upon entering the college and the exercise is prescribed by the physician.

Owing to the possibility of much out-door life, the exceptionally fine climate, and the excellent water supply, students keep uniformly well, and many students who could not take college courses in places more confining, or of more rigorous climate, can work here and steadily improve in health.

## **RELIGIOUS LIFE**

While not sectarian, the college emphasizes the principles of Christianity and tries to have them exemplified in its life. Daily devotional exercises are held every morning at eight o'clock. Church services are held every Sunday morning. Attendance is required at the daily and Sunday services.

Classes are organized for Bible study. Three-hour courses are offered as elective work counting toward the A. B. degree. One-hour courses, open to all students, are offered.

A branch of the Young Women's Christian Association conducts weekly meetings, and is engaged in practical work.

The religious work is in charge of the resident Chaplain, who devotes all his time to the work at the college, and who is able to come into close personal touch with the students.

## **GOVERNMENT**

The discipline of the college, as well as its other phases, aims to be educative, and students are led to be self-directing as far as possible. To this end as much freedom from rules is given as is consistent with the regular life of the school.

A Student Government Association has been organized which controls order and promptness in all places not directly under the control of a member of the Faculty, by laws of its own making which have been approved by the Faculty.

All trips away from the college, whether to Lynchburg or elsewhere, and the reception of guests, are subject to the permission of the President and her requirements regarding chaperonage.

## **REGULATIONS REGARDING RETURN AFTER HOLIDAYS**

In case any student will not be at Sweet Briar by the time specified for registration, she is required to notify the President before the close of the vacation, either by letter or telegram, explaining her absence. She is not to return to Sweet Briar until she has received permission to do so from the Faculty.

In cases where there is no reasonable excuse, the Faculty may decide that a student will not be permitted to return to Sweet Briar for the remainder of the half-year.

In other cases, after considering excuses, the Faculty may allow students to return within a shorter time.

In cases of severe illness, or other serious occurrence, students will be permitted to return as soon as possible.

## **MISCELLANEOUS**

The Sweet Briar omnibus runs between the college buildings and the station, but meets regularly only certain trains. Persons expecting to arrive or depart should send word to the Business Manager.

The college may be reached by long distance telephone from Lynchburg.

All articles sent by freight or express should be prepaid.

Each student supplies her own soap and towels and an extra blanket or quilt.

All garments sent to the laundry must be marked with Cash's woven names. These may be obtained through any large department store. Laundry books containing laundry regulations and lists may be purchased at the college.

An agent of the Southern Railway Company comes to the College on an appointed day before Christmas vacation, spring vacation and the end of the session to sell tickets to any point. Students who have made application to the Treasurer may secure from this agent tickets and Pullman reservations to any point. Trunks may also be checked direct from the College on the above occasions. Students may at any time secure from the Treasurer information as to the price of tickets, and the best routes and trains for any point.

## STUDENTS

### SENIORS

Banister, Margaret Sanford	Louisville, Kentucky
Bennett, Louise	Indianapolis, Indiana
Brown, Ann Zalinda	Camden, Arkansas
Camp, Antoinette Gay	Franklin, Virginia
Howison, Ellen Moore	Staunton, Virginia
Patton, Sarah Felicia	Catlettsburg, Kentucky
Pennypacker, Mary Griffin	Phoenixville, Pennsylvania
Russell, Constance Mary	New Britain, Connecticut
Stockdale, Jean Frances	Swarthmore, Pennsylvania
Stout, Rebecca	Hartsville, South Carolina

### JUNIORS

Bissell, Mary Elwell	Cleveland, Ohio
Bull, Helen Perkins	Oak Park, Illinois
Crump, Henrietta Beverley	Richmond, Virginia
Darden, Martha Virginia	Suffolk, Virginia
Lloyd, Rachel May	Toledo, Ohio
McIlravy, Ruth Alice	Tarrytown, New York
Pfister, Bertha	Amherst, Virginia
Sandmeyer, Virginia	Columbus, Texas
Steele, Genie Morgan	Columbus, Mississippi
Watkins, Ruth	Minden, Louisiana
Whitehead, Mary Louise	Amherst, Virginia

### SOPHOMORES

Barkalow, Vivienne	Denver, Colorado
Bowers, Illo	Kirklin, Indiana
Carroll, Cornelia Dotterer	Clarksdale, Mississippi
Case, Louise	East Cleveland, Ohio
Elliott, Amy	Indianapolis, Indiana
Gibbon, Corinne	Charlotte, North Carolina
Gilliland, Gladys	Van Wert, Ohio
Henderson, Jane	Bellevue, Virginia
Kintzing, Gertrude	Hanover, Pennsylvania
Lowman, Elizabeth	Lowman, New York
McVey, Margaret	Richmond, Virginia
MacBain, Grace	Cleveland, Ohio
Marshall, Ann Catharine	Rock Island, Illinois

Martin, Marianne Read .....	Norfolk, Virginia
Reed, Mary S. ....	New York City
Seaver, Charlotte de Beaumont .....	Cleveland, Ohio
Sinsel, Alma .....	Boise, Idaho
Skillern, Inez .....	Boise, Idaho
Smith, Eleanor Ramsey .....	Newark, New Jersey
Sollitt, Elanette .....	Chicago, Illinois
Walker, Ida T. ....	Louisville, Kentucky
Williams, Virginia Louise .....	Van Wert, Ohio

### FRESHMEN

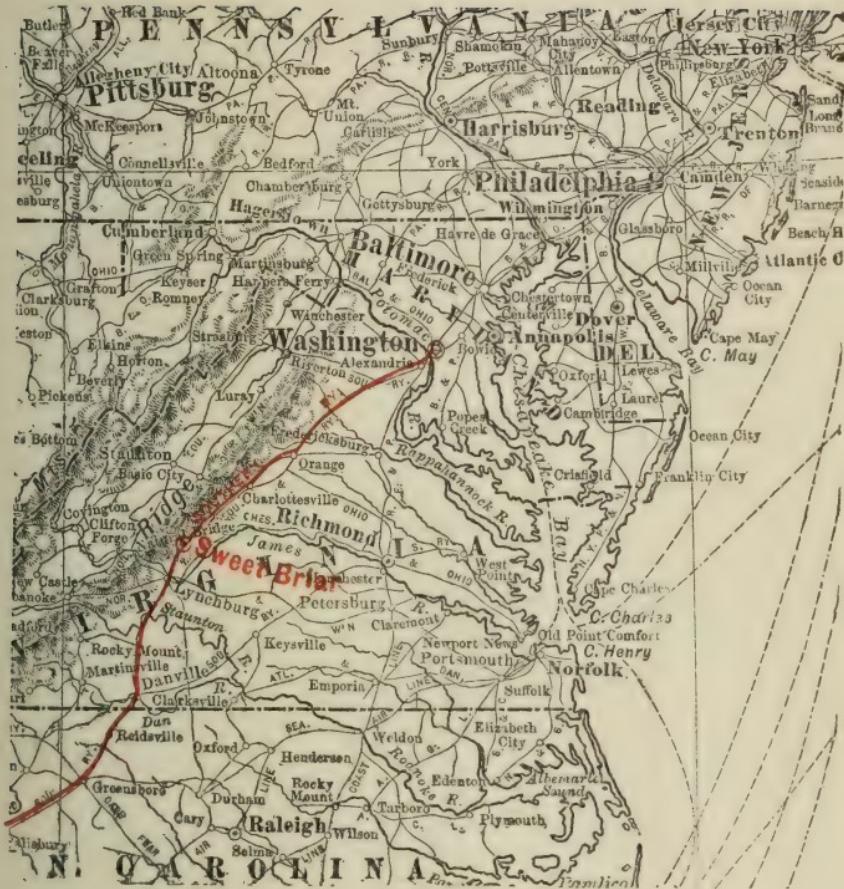
Beeson, Helen .....	Columbus, Ohio
Block, Katharine D. ....	Caldwell, New Jersey
Bodley, Ellen Pearce .....	Louisville, Kentucky
Clement, Milla .....	Sturgis, Michigan
Cummins, Lois .....	Pittsburgh, Pennsylvania
DeLong, Mary M. ....	Montclair, New Jersey
Eikelman, Nellie .....	San Bernardo, California
FitzHugh, Janetta .....	University, Virginia
Forbush, Edith .....	Oak Park, Illinois
Freeman, Florence S. ....	Mount Vernon, New York
Gage, Florence Elizabeth .....	Painesville, Ohio
Garrett, Carra .....	Williamsburg, Virginia
Geddy, Anne Cary .....	Toano, Virginia
Gilmore, Delia-May .....	Chicago, Illinois
Gilmore, Rosanne .....	Dayton, Ohio
Guggenheimer, Cilla .....	Lynchburg, Virginia
Hammond, Louise S. ....	Covington, Virginia
Hammond, Mattie D. ....	Covington, Virginia
Hargreaves, Grace L. ....	Newark, New Jersey
Harrison, Alma .....	Flatonia, Texas
Hover, Harriet .....	Denver, Colorado
Johnson, Nicketti .....	Richmond, Virginia
Jones, Louise .....	Louisville, Kentucky
Jones, Martha .....	Elberton, Georgia
Kistler, Mary Lou .....	Colorado Springs, Colorado
Lewis, Elizabeth .....	Frederick, Maryland
Looney, Ellen .....	Boise, Idaho
Looney, Tennessee .....	Boise, Idaho
Luke, Isabel .....	Covington, Virginia
McCaa, Mary Campbell .....	Norfolk, Virginia

McCarten, Leslie Ailine .....	Mount Vernon, New York
McLaren, Gertrude .....	Lake Forest, Illinois
Malone, Elizabeth .....	Austin, Texas
Meek, Mildred .....	Houston, Texas
Neal, Dorothy .....	Boise, Idaho
Nelson, King .....	Staunton, Virginia
Nicodemus, Grace .....	Buckeyestown, Maryland
Payne, Josephine .....	Covington, Virginia
Pratt, Jane .....	Highland, New York
Reed, Margaret .....	Milwaukee, Wisconsin
Ruffin, Jane Byrd .....	Norfolk, Virginia
Sharpe, Caroline J. ....	Wilkes-Barre, Pennsylvania
Taliaferro, Carrie .....	Richmond, Virginia
Tennent, Rafaela M. ....	Sturgis, Michigan
Thomson, Katie .....	Lockhart, Texas
Thomson, Mildred .....	Norfolk, Virginia
Towne, Catharine .....	Evanston, Illinois
Trevett, Alma Frances .....	Champaign, Illinois
Valentine, Ann Pasteur .....	Richmond, Virginia
Valentine, Dorothy .....	Montclair, New Jersey
Waite, Marguerite .....	Newark, New Jersey
Walker, Helen .....	Council Bluffs, Iowa
Wallace, Dorothy .....	Veedersburg, Indiana
Waller, Cordelia .....	Lawrenceburg, Kentucky
Wild, Hannah Frances .....	Indianapolis, Indiana
Wood, Isabel Hedges .....	Charlottesville, Virginia
Young, Frances .....	Kansas City, Missouri

#### IRREGULAR STUDENTS

Barber, Julia .....	New York City
Benson, Winifred .....	Austin, Texas
Blair, Nadine .....	Belton, Missouri
Brown, Priscilla DeNise .....	Cincinnati, Ohio
Cassels, Gladys .....	Savannah, Georgia
Cohen, Marjorie .....	Washington, D. C.
Curdts, Mildred .....	Norfolk, Virginia
Fletcher, Helen K. ....	Sharon, Pennsylvania
Madson, Elizabeth M. ....	Neeah, Wisconsin
Quinnerly, Agnes .....	Kinston, North Carolina
Russell, Julie .....	New Britain, Connecticut
Schloss, Amalia .....	Indianapolis, Indiana
Stewart, Mary .....	Atlanta, Georgia

Wheeler, Laura C.	Denver, Colorado
Wilson, Margaret Lucy	Belton, Missouri
Wilson, Mildred	Bartow, Florida
Workum, Hannah E.	Cincinnati, Ohio



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Lynchburg, Virginia





**DULANEY-BOATWRIGHT COMPANY, LYNCHBURG, VA.**

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CATALOGUE

OF

# Sweet Briar College

SWEET BRIAR, VIRGINIA



1917

Application pending for entry at the post office, Sweet Briar, Virginia, as second-class matter.

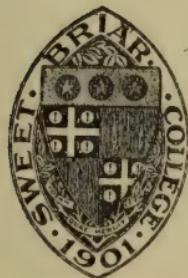


CATALOGUE

OF

# Sweet Briar College

SWEET BRIAR, VIRGINIA



1917

"This bequest, devise and foundation are made in fulfillment of my own desire, and of the especial request of my late husband, James Henry Williams, solemnly conveyed to me by his last will and testament, for the establishment of a perpetual memorial of our deceased daughter, Daisy Williams."—  
*From the will of Mrs. Indiana Fletcher Williams, founder of Sweet Briar Institute.*

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**1916****1917****1918****JULY****JANUARY****JULY****JANUARY**

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**SEPTEMBER****MARCH****SEPTEMBER****MARCH**

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**OCTOBER****APRIL****OCTOBER****APRIL**

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**NOVEMBER****MAY****NOVEMBER****MAY**

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**DECEMBER****JUNE****DECEMBER****JUNE**

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*Assistant Professor of Modern Languages*

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B. M., Syracuse University  
*Instructor in Vocal Music*

CHARLOTTE KENDALL HULL

Graduate of Chicago Musical College; pupil of Viardot in Paris  
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*Instructor in Violin*

CLAUDINE HUTTER

Pupil of Miss Young at Sweet Briar, and of Teichmüller in  
Leipzig for two years  
*Instructor in Piano*

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*Instructor in German*

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*Instructor in Physics*

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CILLA V. GUGGENHEIMER

*Student Assistants in Chemistry*

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*Superintendent of the Housekeeping Department*

## MATTIE R. PATTESON

*Superintendent of the Apartment House and Infirmary*

## FLORENCE W. PRATT

*Assistant in the Housekeeping Department*

## BARBARA C. MALLARD

*Trained Nurse*

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\*To be appointed.

**STANDING COMMITTEES OF THE FACULTY**

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*Committee on Admission.*—Miss Fraser, Miss Young, Dr. Neuffer.

*Committee on Instruction.*—Miss Sparrow, Miss Bartlett, Mr. Goode, Miss Howland, Miss Simrall.

*Committee on Lectures and Entertainments.*—Miss Young, Miss Sparrow, Mr. Worthington, Mr. Lewis, and the President.

*Committee on Schedule.*—Miss Morenus, Miss Hadley, Miss Bartlett, Miss Howland, Miss Searle, the Secretary.

*Committee on Library.*—Miss Bartlett, Mr. Lewis, Miss McLaws, Miss Collins, Miss Schweiss, the Librarian.

*Committee on Athletics.*—Dr. Harley, Miss Guion, Miss Kutzner, Mr. Worthington.

*Committee on Student Publications.*—Mr. Goode, Miss Hadley, Miss McLaws, Miss Fisk.

*Committee on Dramatics.*—Miss Simrall, Miss Guion, Miss Hutter, Miss Pryor.

*Committee on Academic and Social Functions.*—Miss Bartlett, Miss Morenus, Miss Pryor, Mrs. Hills, Miss Young, Miss Hull.

*Committee on Relations between the College and the Academy.*—Miss Fraser, Mrs. Hills, Mr. Goode, Dr. Neuffer, Miss Timberlake, the President.

# **ADMISSION**

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## **APPLICATION FOR ADMISSION**

Candidates for admission should be at least sixteen years of age, should have completed the required preparatory work, and should present evidences of moral, mental and physical fitness for a college career.

Every applicant must fill out and return to the secretary a copy of the official registration blank of the College.\*

No student may register in the college later than three weeks after the beginning of a semester.

Candidates are admitted by examination or upon certificates from accredited institutions.

## **REQUIREMENTS FOR ADMISSION**

Candidates for admission to college must offer work amounting to fifteen units, as specified below. A unit means a year's work of five recitations a week in one subject.

### I. Prescribed for courses leading to A. B. degree.

English .....	3 units
History .....	1 unit
Mathematics .....	2½ or 3 units
Latin .....	4 units
Elective .....	4 or 4½ units

### II. Prescribed for courses leading to B. S. degree.

English .....	3 units
Science .....	1 unit

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\*These blanks will be furnished on request.

Mathematics .....	$2\frac{1}{2}$ or 3 units
Foreign Languages.....	4 units
Elective .....	4 or $4\frac{1}{2}$ units

The foreign languages offered may be Greek, Latin, French, German, or Spanish. Four units of any one language will be accepted. Any combination must provide for at least three units of one language and two of another. The additional unit may be offered as an elective.

### III. Electives for either A. B. or B. S. degree.

The remaining four or four and a half units may be elected from the following list:

Botany or Zoölogy.....	1 unit
Chemistry .....	1 unit
Civics .....	$\frac{1}{2}$ unit
French .....	2-4 units
German .....	2-4 units
Greek .....	1-3 units
History .....	1-2 units
Latin .....	2-4 units
Physics .....	1 unit
Physiography .....	$\frac{1}{2}$ unit
Physiology .....	$\frac{1}{2}$ unit
Spanish .....	2 units

Solid Geometry and Trigonometry,  $\frac{1}{2}$  unit each, on examination.

All students entering college must meet the entrance requirements whether or not they expect to take the full amount of work leading to a degree.

Candidates will not be admitted to the college if conditioned in more than two units.

### **ADMISSION BY CERTIFICATE**

A certificate blank may be secured from the secretary. This blank must be filled out in detail by the principal of the preparatory school attended by the applicant. It must include a statement of the subjects studied, the amount of work covered in each subject and the grades obtained. This certificate should be forwarded to the President as soon as possible after application has been made.

### **ADMISSION BY EXAMINATION**

Examinations for admission will be held at the college on June 5-6 and on September 16-17. All applications for examinations must be in the hands of the secretary at least one month before the date set for the examination.

### **ADMISSION TO ADVANCED STANDING**

Candidates for advanced standing must fulfill the requirements for admission to the freshman class, and when not entering from other colleges of recognized rank must pass examination in the work offered.

Credit will be given for a limited amount of work done at approved institutions during the summer months. Students who wish to take summer courses should consult at Sweet Briar the head of the department concerned.

In the case of students entering from other colleges, an arrangement of schedule may be made whereby certain requirements of the freshman and sophomore years may be considered as deferred subjects.

## ADMISSION SUBJECTS IN DETAIL

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### ENGLISH (3 Units)

No candidate will be accepted in English whose work is notably deficient in point of spelling, punctuation, grammar, or division into paragraphs.

#### REQUIREMENTS FOR 1915-19

(a) READING AND PRACTICE.—The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature, by giving her a first-hand knowledge of some of its best specimens. She should read the books carefully, but her attention should not be so fixed upon details that she fails to appreciate the main purpose and charm of what she reads.

With a view to large freedom of choice, the books provided for reading are arranged in the following groups, from each of which at least two selections are to be made, except as otherwise provided under Group I.

Group I. Classics in Translation.—*The Old Testament*, comprising at least the chief narrative episodes in *Genesis*, *Exodus*, *Joshua*, *Judges*, *Samuel*, *Kings*, and *Daniel*, together with the books of *Ruth* and *Esther*. *The Odyssey*, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII. *The Iliad*, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI. *The Aeneid*.

The *Odyssey*, *Iliad*, and *Aeneid* should be read in English translations of recognized literary excellence.

For any selection from this group a selection from any other group may be substituted.

Group II. Shakespeare: *Midsummer Night's Dream*, *Merchant of Venice*, *As You Like It*, *Twelfth Night*, *The Tempest*, *Romeo and Juliet*, *King John*, *Richard II*, *Richard III*, *Henry V*, *Coriolanus*, *Julius Cæsar*, *Macbeth*, *Hamlet*. (No one of the last three may be taken if chosen for study under B.)

Group III. Prose Fiction. Malory: *Morte d'Arthur* (about 100 pages); Bunyan: *Pilgrim's Progress*, *Part I*; Swift: *Gulliver's Travels* (voyages to Lilliput and to Brobdingnag); Defoe: *Robinson Crusoe*, *Part I*; Goldsmith: *The Vicar of Wakefield*; Frances Burney (Madame d'Arblay): *Evelina*; Scott: any one of the novels; Jane Austen: any one of the novels; Maria Edgeworth: *Castle Rackrent*, or *The Absentee*; Dickens: any one of the novels; Thackeray: any one of the novels; George Eliot: any one of the novels; Mrs. Gaskell: *Cranford*; Kingsley: *Westward Ho!* or *Hereward the Wake*; Reade: *The Cloister and the Hearth*; Blackmore: *Lorna Doone*; Hughes: *Tom Brown's School-days*; Stevenson: any one of the novels which are out of copyright; Cooper: any one of the novels; Poe: *Selected Tales*; Hawthorne: any one of the novels which are out of copyright; a collection of *Short Stories* by various standard writers.

Group IV. Essays, Biography, etc. Addison and Steele: *The Sir Roger de Coverley Papers*, or selections from *The Tatler* and *The Spectator* (about 200 pages); Boswell: Selections from the *Life of Johnson* (about 200 pages); Franklin: *Autobiography*; Irving: Selections from the *Sketch Book* (about 200 pages), or the

*Life of Goldsmith*; Southeby: *Life of Nelson*; Lamb: Selections from the *Essays of Elia* (about 100 pages); Lockhart: Selections from the *Life of Scott* (about 200 pages); Thackeray: Lectures on *Swift, Addison, and Steele* in the *English Humorists*; Macaulay: one of the following essays: *Lord Clive, Warren Hastings, Milton, Addison, Goldsmith, Frederic the Great, Madame d'Arblay*; Trevelyan: Selections from the *Life of Macaulay* (about 200 pages); Ruskin: *Sesame and Lilies, or Selections* (about 150 pages); Dana: *Two Years Before the Mast*; Lincoln: *Selections*, including at least the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, and the letter to Horace Greeley, together with a brief memoir or estimate of Lincoln; Parkman: *The Oregon Trail*; Thoreau: *Walden*; Lowell: *Selected Essays* (about 150 pages); Holmes: *The Autocrat of the Breakfast Table*; Stevenson: *An Inland Voyage and Travels with a Donkey*; Huxley: *Autobiography* and selections from *Lay Sermons*, including the addresses on *Improving Natural Knowledge, A Liberal Education, and A Piece of Chalk*; a collection of *Essays* by Bacon, Lamb, De Quincey, Hazlitt, Emerson, and later writers; a collection of *Letters* by various standard writers.

Group V. Poetry. Palgrave: *Golden Treasury (First Series)*: *Books II and III*, with special attention to Dryden, Collins, Gray, Cowper, and Burns; Palgrave: *Golden Treasury (First Series)*: *Book IV*, with special attention to Wordsworth, Keats and Shelley (if not chosen for study under B); Goldsmith: *The Traveller* and *The Deserted Village*; Pope: *The Rape of the Lock*; a collection of English and Scottish

Ballads, as, for example, *Robin Hood* ballads, *The Battle of Otterburn*, *King Estmere*, *Young Beichan*, and *Berwick and Grahame*, *Sir Patrick Spens*, and a selection from later ballads; Coleridge: *The Ancient Mariner*, *Christabel*, and *Kubla Khan*; Byron: *Childe Harold, Canto III*, or *Canto IV*, and *The Prisoner of Chillon*; Scott: *The Lady of the Lake*, or *Marmion*; Macaulay: *The Lays of Ancient Rome*, *The Battle of Naseby*, *The Armada*, *Ivry*; Tennyson: *The Princess*, or *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; Browning: *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*, *The Italian in England*, *The Patriot*, "De Gustibus—," *The Pied Piper*, *Instans Tyrannus*; Arnold: *Sohrab and Rustum* and *The Forsaken Merman*; Selections from *American Poetry*, with special attention to Poe, Lowell, Longfellow, and Whittier.

(b) STUDY AND PRACTICE.—This part of the requirement is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions. The books provided for study are arranged in four groups, from each of which one selection is to be made.

Group I. Drama. Shakespeare: *Julius Cæsar*, *Macbeth*, *Hamlet*.

Group II. Poetry. Milton: *L'Allegro*, *Il Penseroso*, and either *Comus* or *Lycidas*; Tennyson: *The Coming of Arthur*, *The Holy Grail*, and *The Passing of Arthur*;

the selections from Wordsworth, Keats, and Shelley in *Book IV* of Palgrave's *Golden Treasury* (*First Series*).

Group III. Oratory. Burke: *Speech on Conciliation with America*; Macaulay: *Speeches on Copyright*; and Lincoln: *Speech at Cooper Union*; Washington: *Farewell Address*; and Webster: *First Bunker Hill Oration*.

Group IV. Essays. Carlyle: *Essay on Burns*, with a selection from Burns's *Poems*; Macaulay: *Life of Johnson*; Emerson: *Essay on Manners*.

### HISTORY (2 Units)

For the prescribed point in history, the student must present one of the following subjects:

(a) Ancient history, with special reference to Greek and Roman history. A short introductory study of the most ancient nations is desirable, as well as a brief sketch of the main events in the Middle Ages, from the fall of Rome to the death of Charlemagne.

(b) English history, with reference to the social as well as the political development.

(c) American history and elementary civil government.

The student is expected to be able to handle any of the standard preparatory text-books, such as Andrew's *History of England*, or West's *Ancient History*; to have acquired a sufficient historical vocabulary to enable her to read the more advanced works intelligently, and to have had some little training in the writing of abstracts. The student is expected, also, to have had some practice in the drawing of maps, and may be called on in exam-

ination to show her knowledge of geography either by her own drawings, or by the location of places on an outline map.

Students entering on certificate are expected to have taken the course in history, not earlier than the third or fourth year of high school work.

Ancient history is recommended as affording the best preparation for the freshman course.

A candidate may offer any one of these three subjects as an elective point in history (see pages 15-16), provided that one of the points be ancient history, and that both points be taken in the last three years of the preparatory work.

### MATHEMATICS (3 Units)

(a) ALGEBRA.—(1) To Quadratics: The four fundamental operations for rational algebraic expressions; factoring, determination of highest common factor and lowest common multiple by factoring; fractions, including complex fractions; ratio and proportion; linear equations, both numerical and literal, containing one or more unknown quantities; problems depending on linear equations; radicals, including the extraction of the square root of polynomials and of numbers; exponents, including fractional and negative.

(2) Quadratics and Beyond: Quadratic equations, both numerical and literal; simple cases of equations with one or more unknown quantities that can be solved by the methods of linear or quadratic equations; problems depending on quadratic equations; the binomial theorem for positive integral exponents; the formulas

for the  $n$ th term and the sum of the terms of arithmetical and geometrical progression, with applications.

It is assumed that pupils will be required throughout the course to solve numerous problems which involve putting questions into equations. Some of these problems should be chosen from mensuration, from physics, and from commercial life. The use of graphical methods and illustrations, particularly in connection with the solution of equations, is also expected.

(b) PLANE GEOMETRY.—The usual theorems and construction of good text-books, including the general properties of plane rectilinear figures; the circle and the measurements of angles; similar polygons; areas; regular polygons and the measurement of the circle; the solution of numerous original exercises, including loci problems; application to the mensuration of lines and plane surfaces.

### LATIN (4 Units)

For the present either the new requirements or the old may be offered. The new requirements are preferred.

#### NEW REQUIREMENTS.

The Latin reading must be not less in amount than Cæsar, *Gallic War* I-IV; Cicero, *Archias*, the *Manilian Law*, the orations against Catiline; Virgil, *Æneid* I-VI. The amount of reading specified above should be selected from the following authors and works: Cæsar (*Gallic War* and *Civil War*) and Nepos (*Lives*); Cicero (orations, letters, and *De Senectute*) and Sallust (*Catiline* and *Jugurthine War*); Virgil (*Bucolics*, *Georgics*, and *Æneid*) and Ovid (*Metamorphoses*, *Fasti*, and *Tristia*).

The following prescribed reading must be offered by all candidates: Cicero, orations for the Manilian Law and for Archias, and Virgil, *Æneid* I, II, and either IV or VI at the option of the candidate.

In grammar and composition it is expected that the student have thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read, with ability to use this knowledge in writing Latin prose.

It is especially urged that throughout the entire period of preparation, emphasis be given to sight reading and to regular work in prose composition.

#### OLD REQUIREMENTS.

**LATIN GRAMMAR.**—The inflections; the simpler rules for composition and derivation of words, syntax of cases and the verbs; structure of sentences in general, with particular regard to relative and conditional sentences, indirect discourse, and the subjunctive.

**LATIN COMPOSITION.**—Translation into Latin of detached sentences, and very easy continuous prose based upon Cæsar and Cicero.

**CÆSAR.**—Any four books of the *Gallic War*, preferably the first four.

**CICERO.**—Any six orations from the following list, but preferably the first six mentioned: The four orations against Catiline, Archias, the Manilian Law, Marcellus, Roscius, Milo, Sestius, Ligarius, the fourteenth Philippic.

**VIRGIL.**—The first six books of the *Æneid*, and so much prosody as relates to accent, versification in general, and dactylic hexameter.

ADVANCED PROSE COMPOSITION, consisting of continuous prose of moderate difficulty based on Cicero.

SIGHT TRANSLATION OF PROSE of no greater difficulty than the easier portions of Cicero's orations.

### **GREEK (3 Units)**

GREEK GRAMMAR AND COMPOSITION.—The topics are similar to those detailed under Latin Grammar and Composition. The examination in grammar and prose composition will be based on the first two books of Xenophon's *Anabasis*.

XENOPHON.—The first four books of the *Anabasis*.

HOMER.—The first three books of the *Iliad* (omitting II, 494 to end), and the Homeric constructions, forms and prosody.

ADVANCED PROSE COMPOSITION, consisting of continuous prose based on Xenophon and other Attic prose of similar difficulty.

SIGHT TRANSLATION OF PROSE of no greater difficulty than Xenophon's *Anabasis*.

### **FRENCH (4 Units)**

The requirements follow the recommendations of the Modern Language Association embodied in Document No. 62 of the College Entrance Examination Board.

#### **2-UNIT REQUIREMENT.**

At the end of the elementary course the pupil should be able to pronounce French accurately, to read at sight easy French prose, to put into French simple English

sentences taken from the language of every-day life or based upon a portion of the French text read, and to answer questions on the rudiments of the grammar as defined below.

During the first year the work should comprise:

1. Careful drill in pronunciation.
2. The rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions; the order of words in the sentence, and the elementary rules of syntax.
3. Abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression.
4. The reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read (the teacher giving the English), and in reproducing from memory sentences previously read.
5. Writing French from dictation.

Suitable texts for the first year are: A well-graded reader for beginners; Bruno, *Le Tour de la France*; Compayré, *Yvan Gall*; Laboulaye, *Contes bleus*; Malot, *Sans famille*.

During the second year the work should comprise:

1. The reading of from 200 to 400 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches.

2. Constant practice, as in the previous year, in translating into French easy variations upon the texts read.
3. Frequent abstracts, sometimes oral and sometimes written, of portions of the texts already read.
4. Writing French from dictation.
5. Continued drill upon the rudiments of grammar, with constant application in the construction of sentences.
6. Mastery of the forms and use of pronouns, pronominal adjectives, of all but the rare irregular verb forms, and of the simpler uses of the conditional and subjunctive.

Suitable texts for the second year are: Daudet, *Le Petit Chose*; Erckmann-Chatrian, stories; Halévy, *L'Abbé Constantin*; Labiche et Martin, *Le Voyage de M. Perrichon*; Lavisson, *Histoire de France*.

#### 3-UNIT REQUIREMENT.

At the end of the intermediate course the pupil should be able to read at sight ordinary French prose or simple poetry, to translate into French a connected passage of English based on the text read, and to answer questions involving a more thorough knowledge of syntax than is expected in the elementary course.

The work should comprise the reading of from 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form; constant practice in giving French paraphrases, abstracts or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation.

Suitable texts for the third year are: Bazin, *les Oberlé*; Dumas, novels; Mérimée, *Colomba*; Sandeau, *Mlle. de la Seiglière*; Tocqueville, *Voyage en Amérique*.

### GERMAN (4 Units)

The requirements follow the recommendations of the Modern Language Association embodied in Document No. 62 of the College Entrance Examination Board.

#### 2-UNIT REQUIREMENT.

At the end of the elementary course in German, the pupil should be able to read at sight, and to translate, if called upon, by way of proving ability to read, a passage of very easy dialogue or narrative prose, help being given upon unusual words and constructions, to put into German short English sentences taken from the language of every-day life or based upon the text given for translation, and to answer questions upon the rudiments of grammar as defined below.

During the first year the work should comprise:

1. Careful drill upon pronunciation.
2. The memorizing and frequent repetition of easy colloquial sentences.
3. Drill upon the rudiments of grammar, that is, upon the inflection of the articles, of such nouns as belong to the language of every-day life, of adjectives, pronouns, weak verbs and the more usual strong verbs; also upon the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word-order.

4. Abundant easy exercises designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression.

5. The reading of from 75 to 100 pages of graduated texts from a reader, with constant practice in translating into German easy variations upon sentences selected from the reading lesson (the teacher giving the English), and in the reproduction from memory of sentences previously read.

\*Suitable texts for the first year are: After one of the many Readers especially prepared for beginners, Meissner's *Aus meiner Welt*; Blüthgen's *Das Peterle von Nürnberg*; Storm's *Immensee*, or any of Baumbach's short stories.

During the second year the work should comprise:

1. The reading of from 150 to 250 pages of literature in the form of easy stories and plays.

2. Accompanying practice, as before, in the translation into German of easy variations upon the matter read and also in the off-hand reproduction, sometimes orally and sometimes in writing, of the substance of short and easy selected passages.

3. Continued drill upon the rudiments of grammar, directed to the ends of enabling the pupil, first, to use her knowledge with facility in the formation of sentences, and, secondly, to state her knowledge correctly in the technical language of grammar.

\*Suitable texts for the second year are: Gerstäcker's *Germelshausen*; Eichendorff's *Aus dem Leben eines*

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\*During each year at least six German poems should be committed to memory.

Taugenichts; Wildenbruch's *Das edle Blut*; Jensen's *Die braune Erica*; Seidel's *Lebrecht Hühnchen*; Fulda's *Unter vier Augen*; Benedix's *Lustspiele* (any one).

### 3-UNIT REQUIREMENT.

At the end of the intermediate course the pupil should be able to read at sight German prose of ordinary difficulty, whether recent or classical; to put into German a connected passage of simple English, paraphrased from a given text in German; to answer any grammatical questions relating to the usual forms and essential principles of the language, including syntax and word formation, and to translate and explain (so far as explanation may be necessary) a passage of classical literature taken from some text previously studied.

The work should comprise, in addition to the elementary course, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, paraphrases, abstracts, or reproductions from memory of selected portions of the matter read; also grammatical drill upon the less usual strong verbs, the use of articles, cases, auxiliaries of all kinds, tenses and modes (with special reference to the infinitive and subjunctive), and likewise upon word-order and word-formation.

\*Suitable texts for the third year are: Heyse's, Riehl's, Keller's, Storm's, Meyer's, Ebner-Eschenbach's, W. Raabe's, *Novellen* or *Erzählungen*; Schiller's *Wilhelm Tell*; Freytag's *Die Journalisten*; Heine's *Harzreise*.

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\*During each year at least six German poems should be committed to memory.

**CHEMISTRY (1 Unit)**

The preparation in chemistry should cover at least one full session, with three recitations a week, and should include the study of one standard text-book, to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws of elementary chemistry. In addition to the three recitations, four periods weekly should be devoted to practical tests and experiments performed by the students individually under the direction of the teacher. Every candidate must present at the time of, and as a part of, the examination in chemistry a notebook containing in the candidate's own language a description of her laboratory exercises, the steps, observations, and results of each exercise being carefully recorded. The record should be well-ordered, plainly legible, and concise. The notebook must bear the endorsement of the teacher, certifying that the notes are a true record of the student's work.

**PHYSICS (1 Unit)**

The requirements in physics are similar to those in chemistry. The candidate is required to have studied for a full session one standard text-book and to have done individual laboratory work. She must be prepared to show her laboratory notebook, properly certified by her instructor.

**BOTANY (1 Unit)**

The preparation in botany should cover at least one full session, and should include individual laboratory

work. This course should comprise: (1) The general principles of (a) Anatomy and Morphology, (b) Physiology, and (c) Ecology; (2) The natural history of the plant groups, and classification.

For further details see Document No. 62 of the College Entrance Examination Board already referred to.

### **ZOOLOGY (1 Unit)**

One year's work in the study of animal life with laboratory work and notebooks.

### **CIVICS ( $\frac{1}{2}$ Unit)**

The one-half unit of civics must be offered in conjunction with either a half or a whole unit of American History.

### **PHYSIOGRAPHY ( $\frac{1}{2}$ Unit)**

Text, laboratory work, and notebooks.

### **PHYSIOLOGY ( $\frac{1}{2}$ Unit)**

Text and notebook.

### **SPANISH (2 Units)**

The equivalent of the preparation in French and German.

## REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

Candidates for this degree must complete sixty-two hours of work, in conformity with one of the following courses:

### OUTLINE OF COURSES OF STUDY

COURSE A (English)	Hours	COURSE B (Modern Languages)	Hours	COURSE C (Ancient Languages)	Hours
FRESHMAN		FRESHMAN		FRESHMAN	
English I	3	English I	3	English I	3
History I	3	History I	3	History I	3
Latin I	3	Latin I	3	Latin I	3
French II or III } or German II or III }	3	French II or III } or German II or III }	3	French II or III } or German II or III }	3
Biology I or }	3	Biology I or }	3	Biology I or }	3
Chemistry I }	3	Chemistry I }	3	Chemistry I }	3
Physical Education	1	Physical Education	1	Physical Education	1
SOPHOMORE		SOPHOMORE		SOPHOMORE	
English II	3	English II	3	English II	3
History II	3	Latin II	3	Latin II	3
French III or IV } or German III or IV }	3	French III or IV } or German III or IV }	3	French III or IV } or German III or IV }	3
Latin II or German I or II } or French I or II or Greek I or II	3	German I or II } or French I or II } Elective	3	Greek I or II Elective	3
Elective	3	Physical Education	1	Physical Education	1
JUNIOR		JUNIOR		JUNIOR	
English*		French IV or V } or German IV or V }	3	Latin	3
Any Language	3	German II or III } or French II or III }	3	Greek	3
Psychology	3	Psychology	3	Psychology	3
Elective		Elective	6	Elective	6
SENIOR		SENIOR		SENIOR	
English*		French or } (adv.)	3	Latin (adv.)	3
Any Language	3	German or } (adv.)	3	Greek (adv.)	3
Elective		French Elective	9	Elective	9

\*For graduation in Course A the student must complete, in addition to English I and II, not less than ten hours of work in English, of which 4½ hours are prescribed as follows: Courses III, IVa (or XIIb or XIIib), and Va (or Vb).

**REQUIREMENTS FOR THE DEGREE OF BACHELOR  
OF SCIENCE**

English .....	6 hours
Mathematics .....	3 hours
History .....	3 hours
Modern Language.....	12 hours
Science .....	3 hours
Psychology or Philosophy.....	3 hours
Physical Education .....	2 hours
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In addition, a major subject and related subject in Sciences of 15 hours. The remaining 30 credits are electives.

## OUTLINE OF COURSES OF STUDY—Cont.

COURSE D (History and Economics)	Hours	COURSE E (Mathematics and Physics)	Hours
FRESHMAN		FRESHMAN	
English I	3	English I	3
History I	3	History I	3
Mathematics I or Latin I	3	Mathematics I	3
French II or III or } German II or III }	3	French II or III or } German II or III }	3
Biology I or Chemistry I	3	Biology I or Chemistry I	3
Physical Education	1	Physical Education	1
SOPHOMORE		SOPHOMORE	
English II	3	English II	3
History II	3	Mathematics III	3
French III or IV or } German III or IV }	3	Physics I or II	3
Any Language	3	French III or IV or } German III or IV }	3
Elective	3	Elective	3
Physical Education	1	Physical Education	1
JUNIOR		JUNIOR	
History or Economics	3	Mathematics or Physics	3
Any Language	3	Any Language	3
Psychology	3	Psychology	3
Elective	6	Elective	6
SENIOR		SENIOR	
History or Economics	3	Physics or Mathematics	3
Any Language	3	Any Language	3
Elective	9	Elective	9

No student may take more than sixteen or less than twelve hours of work without permission from the faculty.

Elementary French and elementary German may not both be credited towards the degree.

# COURSES OF INSTRUCTION

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## ENGLISH

PROFESSOR GOODE

PROFESSOR MCVEA

MISS HADLEY

Courses I and II are required of all candidates for degrees. Course I is prerequisite to all other courses of the department. Course II is prerequisite to all elective courses of the department except Va, Vb and XIV.

I. COMPOSITION AND RHETORIC. The forms of discourse in theory and practice, with emphasis on exposition and narration. Short and long themes regularly. Selections from literature for purposes of illustration and example. Collateral reading. Individual conferences. Three hours.

II. HISTORICAL OUTLINE OF ENGLISH LITERATURE. A survey of English literature from the beginning to the present time. Representative selections for study in both prose and poetry. Copious reading, lectures, critiques. Three hours.

III. SHAKESPEARE. Intensive study of a few plays, rapid reading of others. Two hours.

IVa. CHAUCER. Reading of certain of the *Canterbury Tales*, and other works of Chaucer, from the linguistic standpoint primarily. Three hours, first semester.

Va. ADVANCED COMPOSITION. Exposition and Argumentation. Constant practice in the two forms. Two hours, first semester.

Vb. ADVANCED COMPOSITION. The Short Story. A study in technique. Two hours, second semester.

VI. DEVELOPMENT OF THE DRAMA. Rise of dramatic forms in England, extensive study of Elizabethan drama, and survey through the decadence to 1642. Three hours.

VIIa. THE ROMANTIC MOVEMENT. English poetry approximately from 1775 to 1825, with special attention to Wordsworth, Coleridge, Byron, Shelley, and Keats. Three hours, first semester.

VIIIb. NINETEENTH CENTURY PROSE. The chief authors of the various prose forms, exclusive of fiction and the drama, of the century. Three hours, second semester. (This course alternates with IXb. Omitted 1917-18.)

IXb. THE DRAMA FROM 1660 TO THE PRESENT TIME. A study in historical development, with chief attention to modern drama. Three hours, second semester.

(This course alternates with VIIIb. To be given 1917-18.)

Xa. THE POETRY OF TENNYSON. Three hours, first semester.

Xb. THE POETRY OF BROWNING. Three hours, second semester.

XI. THE ENGLISH NOVEL. Cursory examination of prose fiction before Defoe. Authors and types of the novel proper to the present time. Two hours.

XIIb. OLD ENGLISH. Grammar and syntax. Readings in West Saxon prose and poetry. Three hours, second semester.

(This course alternates with XIIIb. Omitted 1917-18.)

XIIIb. MIDDLE ENGLISH LITERATURE. Studies in English literature from cir. 1200 to cir. 1500, with chief attention to Chaucer and his contemporaries. Three hours, second semester.

(This course alternates with XIIb. To be given 1917-18.)

XIV. AMERICAN LITERATURE. A summary review of American literature from the beginning to the present time. One hour.

## BIBLICAL HISTORY AND LITERATURE

PROFESSOR LEWIS

I. THE ORIGIN AND HISTORY OF THE HEBREW PEOPLE TO THE MACCABEAN PERIOD. The object of this course is to trace the development of divine revelation, as illustrated in the history of the Israelites, and to acquaint the student with the life, manners, and thought of the people, as a preparation for the study, later, of Hebrew literature. First semester, three hours a week. Sophomore elective.

II. NEW TESTAMENT HISTORY FROM THE MACCABEAN PERIOD TO THE CLOSE OF THE APOSTOLIC AGE.

A study of the history recorded in the Gospels and in the Acts of the Apostles. This course includes a study of the preparation of the world for the coming of Christ, the religious beliefs of the Jewish people of that age, and a brief survey of the Gentile world to whom the Apostles preached Christianity. Preparatory to Course IV. Second semester, three hours a week. Sophomore elective.

**III. THE LITERATURE OF THE OLD TESTAMENT.** A study of the books of the Old Testament: the date, authorship, outline analysis, and special message of each. The development of religious thought is traced through the literature studied chronologically. First semester, three hours a week. Junior and senior elective.

**IV. THE LITERATURE OF THE NEW TESTAMENT.** A study of the books of the New Testament, including the date, authorship, outline, and contribution to religious thought of each. Second semester, three hours a week. Junior and senior elective.

**V. THE LIFE AND TEACHING OF CHRIST.** A study of the life of Christ, with special reference to its message to modern life. First semester, three hours a week. Junior and senior elective.

**VI. COMPARATIVE RELIGION.** A study of the great ethnic religions of the world, and a comparison of each with Christianity. Second semester, three hours a week. Junior and senior elective.

Courses III and IV are given alternately with V and VI.

**FRENCH**

PROFESSOR WORTHINGTON  
ASSISTANT PROFESSOR BARTLETT

I. ELEMENTARY FRENCH. Fraser and Squair, *Shorter French Course* (Heath); Monvert, *La Belle France* (Allyn and Bacon); Ordonneau, Valabregne, Kéroul, *Les Boulinard* (Heath); Halévy, *L'Abbé Constantin* (Allyn and Bacon). For beginners. Three hours a week through the year.

II. INTERMEDIATE FRENCH. Fraser and Squair, *French Grammar* (Heath); Mansion, *Extracts for French Composition* (Heath); Churchman, *Introduction to French Pronunciation* (Jenkins); Buffum, *French Short Stories* (Holt); Coppée, *Le Luthier de Crémone* and *Le Trésor* (Allyn and Bacon); Rostand, *Les Romanesques* (Ginn); Hugo, *Les Misérables* (Holt); Bazin, *Les Oberlé* (Holt); Bowen, *French Lyrics* (Heath); Barrett Wendell, *The France of To-day* (Scribner). Prerequisite, French I or two units at entrance. Three hours a week through the year.

III. ADVANCED FRENCH. Sanderson, *Through France and French Syntax* (Silver, Burdett); Matzke, *Primer of French Pronunciation* (Holt); Hugo, *Hernani* (Heath); Rostand, *Cyrano de Bergerac* (Holt); Paillyeron, *Le Monde où l'on s'ennuie* (Heath); Hugo, *Notre Dame de Paris* (Ginn); Balzac, *Père Goriot* (Holt); Taine, *L'Ancien Régime* (Heath); Sainte-Beuve, *Causeries du Lundi* (Ginn); Canfield, *French Lyrics* (Holt); Strachey, *Landmarks in French Literature* (Holt); Delpit, *L'Age d'Or de la Littérature Fran-*

*çaise* (Heath). Prerequisite, French II or three units at entrance. Three hours a week through the year.

IV. (a) FRENCH CLASSICAL DRAMA. Lectures, required reading, reports. Prerequisite, French III. Three hours a week, first semester.

(b) NON-DRAMATIC FRENCH LITERATURE OF THE SEVENTEENTH CENTURY. Lectures, required reading, reports. Three hours a week, second semester.

V. FRENCH LITERATURE OF THE EIGHTEENTH CENTURY. Lectures, required reading, reports. Prerequisite, French IV. Two hours a week, through the year.

VI. (a) THE ROMANTIC MOVEMENT IN FRANCE, WITH SPECIAL REFERENCE TO LYRIC POETRY. Prerequisite, French IV. Two hours a week, first semester.

(b) THE REALISTIC METHOD OF HONORÉ DE BALZAC. Two hours a week, second semester.

(Given in 1916-17; not given in 1917-18.)

VII. ADVANCED SYNTAX AND COMPOSITION. Prerequisite, French III. One hour a week through the year.

VIII. ADVANCED PHONETICS. Prerequisite, French III. One hour a week through the year.

(Not given in 1917-18.)

## ITALIAN

PROFESSOR WORTHINGTON

I. ELEMENTARY ITALIAN. Grandgent, *Italian Grammar* (Heath); Wilkins and Altrocchi, *Italian Short Stories* (Heath); Manzoni, *I Promessi Sposi* (Heath);

Goldoni, *Il vero Amico* (Heath). This course presupposes a knowledge of Latin and French. Three hours a week through the year.

(Given in 1916-17; not given in 1917-18.)

II. ADVANCED ITALIAN. Grandgent, *Italian Composition* (Heath); Dante, *Divina Commedia* (Heath); Petrarch, *Il Canzoniere* (Hoepli); Edgren, *Italian Dictionary* (Holt); Garnett, *History of Italian Literature* (Appleton). Three hours a week through the year.

## SPANISH

PROFESSOR WORTHINGTON

I. ELEMENTARY SPANISH. Hills and Ford, *Spanish Grammar* (Heath); Hills, *Spanish Tales for Beginners* (Holt); Carrion y Aza, *Zaragüeta* (Silver, Burdett); Alarcón, *El Capitán Veneno* (Heath); Galdós, *Doña Perfecta* (Amer. Book Co.). This course presupposes a knowledge of Latin and French. Three hours a week through the year.

II. ADVANCED SPANISH. (Not given in 1917-18; course to be outlined for 1918-19.) Three hours a week through the year.

## GERMAN

MISS KUTZNER

I. Gronow's *Jung Deutschland*, Thomas's *Practical German Grammar*. Readings: *Immensee*; *Lebrecht Hühnchen*; *Wilhelm Tell*. Three hours a week through the year.

II. READINGS: Lessing's *Minna von Barnhelm*; Goethe's *Hermann und Dorothea*; Schiller's *Jungfrau von Orleans*; Freytag's *Karl der Grosse* and *Aus dem Klosterleben*; Whitney and Stroebe's *German Composition*. Prerequisite, German I or two units at entrance. Three hours a week through the year.

III. The aim of this course is twofold: to give students facility in reading German classics and to develop in them an appreciation of German literature. Prerequisite, German II or three units at entrance. Readings: Wenckebach's *Meisterwerke des Mittelalters*; Lessing's *Emilia Galotti*; Schiller's *Kabale und Liebe*; Goethe's *Werther*; Bernhardt's *Deutsche Litteraturgeschichte*; Prose Composition and Syntax. Prerequisite, German II or three units at entrance. Three hours a week through the year.

IV. LITERATURE OF THE NINETEENTH CENTURY.

(a) The Romantic Movement. Readings: *Heinrich von Ofterdingen*; selected studies from Eichendorf, Fouqué, Chamisso, Brentano, Arnim, Immermann and Heine; the Fate Dramatists, Werner and Müllner; Kleist's *Der Prinz von Homburg*; Grillparzer's *Die Ahnfrau* and *Sappho*.

(b) Later Currents in Drama and Novel of the Nineteenth Century. Witkowski's *Die Entwicklung der deutschen Literatur seit 1830*. Readings from Hebbel, Ludwig, Storm, Keller, Heyse, Meyer, Scheffel, Freytag, Raabe, Spielhagen, Hauptmann and Sudermann. Prerequisite, German III.

Three hours a week through the year.

V. LITERATURE OF THE EIGHTEENTH CENTURY.  
Scherer's *Geschichte der deutschen Litteratur*, chapters X and XI; *Backgrounds of the Drama*, Gottsched; Klopstock's *Messias* and *Odes*; Lessing's *Nathan der Weise*, *Laokoon*, and *Hamburgische Dramaturgie*; Wieland and Herder. Prerequisite, German III. Three hours a week through the year.

VI. (a) STUDY OF GOETHE AND SCHILLER.

(b) GERMAN NOVEL SINCE 1870.

Three hours a week through the year. Prerequisite, German IV or V.

VII. (a) MIDDLE HIGH GERMAN. Paul's *Mittelhochdeutsche Grammatik*. Readings from the *Nibelungenlied* and *Gudrun*; Hartmann von Aue's *Gregorius*; Dietrich Schernberg's *Spiel von Frau Jutten*.

(b) HISTORY OF THE DEVELOPMENT OF THE GERMAN LANGUAGE.

Open to students who have completed German IV, V, or VI.

## LATIN

ASSOCIATE PROFESSOR FRASER

I. Livy, *Books 21-22* (abridged edition); Terence, *Phormio*; *Rome and Carthage*, R. B. Smith; Horace, selections from *Odes and Epodes*; Latin Writing. Three hours a week, one year.

II. Mackail's *Latin Literature*. Selections from Ovid, Tibullus, Propertius, Catullus. Horace, *Satires* and *Epistles*. Three hours a week, one year.

III. Plautus's *Captivi*; Terence's *Andria*; Lucretius's *De Rerum Natura*; Mackail's *History of Latin Literature*. Three hours a week, one year. Given alternately with Course IV.

IV. Pliny's *Letters*; Juvenal; Martial; Tacitus's *Annals*; Capes's *Early Empire*. Three hours a week, one year. Given alternately with Course III. Both are junior and senior electives.

V. LATIN COMPOSITION. One hour a week, one year. Junior and senior elective.

VI. ROMAN LIFE AND ART. A study of the topography and buildings of ancient Rome; the Roman house and furniture, family life, education, religion, occupations and amusements. Lectures, lantern slides, and assigned reading. A knowledge of Latin not essential. Two hours a week, one year.

## HISTORY AND ECONOMICS

ASSOCIATE PROFESSOR SPARROW  
MISS COLLINS

I. GENERAL EUROPEAN HISTORY. This course includes the general movements of European history from the fall of Rome to the present day. It covers, in the first semester, the development of the chief institutions of the Middle Ages, such as feudalism, the church, the mediæval empire; and is followed in the second semester by a study of the Renaissance, the Reformation, the religious and political wars, and the development of democracy. Three hours a week, one year. Required in the freshman year of all courses.

**II. HISTORY OF THE RENAISSANCE.** This course contains, first, the political history of Europe during the fourteenth and fifteenth centuries with the quickened life of the people as it manifested itself in arts, letters, science and discovery. Second, it covers the Reformation and the Reaction. This course presupposes Course I. Three hours a week, one year.

**III. HISTORY OF THE UNITED STATES FROM 1787 TO THE PRESENT DAY.** A study of the making and development of the Constitution of the United States, with special reference to the social and economic forces which shaped party government, and influenced the interpretation of the Constitution. Three hours a week, one year. Junior and senior elective.

**IV. EUROPEAN HISTORY — NINETEENTH CENTURY AND AFTER.** The aim of this course is to give an understanding of present-day conditions and problems. It takes up, first, the inheritance of the nineteenth century, in science, economic and political ideas. It covers the industrial and political development of Europe during the nineteenth century; and includes a study of socialism, emigration and colonial acquisition and government. Three hours a week, one year. Junior and senior elective.

This course alternates with Course III. It is not given in 1917-18.

**V. HISTORY OF GREEK CIVILIZATION.** The aim of this course is to trace the rise and fall of the Greek City-State from the Homeric Age to Alexander the Great. To show how, through the conquests of Alexander, Western Asia and Egypt were Hellenized, and Greek culture

and art handed on to the Roman world. The study is based largely upon the source material found in translations of the Greek historians and poets. Two hours a week, one year.

**VI. HISTORY OF ROME.** This course is designed to be complementary to Course VI (Roman Life and Literature) under Latin. Being a one-hour course, it will be mainly a lecture course accompanied by extensive collateral readings in Mommsen, Bury, and other authorities on Roman history. One hour a week, one year.

**VII. ECONOMICS.**

(a) Elements of Economics. This course deals with general economic theory, and aims to give some training in economic reasoning. Three hours a week, first semester.

(b) Economic Institutions. The organization of modern industry is studied, with special reference to money, credit, labor unions, tariff, corporations, and trusts. Three hours a week, second semester. Junior and senior elective.

**MATHEMATICS**

ASSOCIATE PROFESSOR MORENUS

**I. (a) SOLID GEOMETRY.** Three hours a week, one semester.

**(b) ALGEBRA AND PLANE TRIGONOMETRY.** Three hours a week, one semester.

NOTE.—Those who have completed in preparatory schools a course in Solid Geometry may, with the permission of the head of the department, substitute II for

I (a). Those who have also completed a satisfactory course in Plane Trigonometry may take III instead of I (a) and (b). Credit for either I (a) or I (b), taken in preparatory schools, is given only on examination.

II. ALGEBRA, including the progressions, permutations and combinations, undetermined co-efficients, the elementary treatment of infinite series, the binomial theorem for fractional and negative exponents, theory of logarithms, determinants, elementary theory of equations. Open to all who have fulfilled the entrance requirements in Algebra. Three hours a week, one semester.

III. PLANE ANALYTIC GEOMETRY, WITH AN INTRODUCTION TO SOLID ANALYTIC GEOMETRY. Three hours a week through the year. Prerequisite, Course I.

IV. DIFFERENTIAL AND INTEGRAL CALCULUS. Three hours a week through the year. Prerequisites, Courses I and III.

V. PROJECTIVE GEOMETRY. Three hours a week, one semester. Prerequisites, Courses I and III.

VI. DIFFERENTIAL EQUATIONS. Three hours a week for one semester or two semesters. Prerequisites, Courses I, III and IV.

VII. ANALYTIC MECHANICS.

(a) STATICS. Three hours a week, one semester. Prerequisites, Courses I and III.

(b) DYNAMICS. Three hours a week, one semester. Prerequisites, Courses I, III and IV.

This course may be taken parallel with the second semester of IV.

**CHEMISTRY AND PHYSICS****ASSOCIATE PROFESSOR NEUFFER****INSTRUCTOR** —————\*

I. GENERAL INORGANIC CHEMISTRY. A course designed to give the student a definite conception of the fundamental laws of chemistry; it furnishes a survey of the important facts concerning the chemistry of the metals and non-metals and their compounds. Three class periods and two two-hour laboratory periods a week, one year.

II (a) QUALITATIVE ANALYSIS. A study of the principles and practices of qualitative analysis. Emphasis is laid upon the application of the laws of chemical equilibrium, and the theories of solution, and of electrolytic dissociation to the practical problem of the analyst. Prerequisite, Chemistry I. Three class periods and two three-hour laboratory periods a week, first semester.

II. (b) QUANTITATIVE ANALYSIS. An introductory course in gravimetric and volumetric analysis. Prerequisite, Chemistry II (a). One class period and two three-hour laboratory periods a week, second semester.

III. ORGANIC CHEMISTRY. A study of the chief classes of organic compounds of the aliphatic and aromatic series. Prerequisite, Chemistry I. Three class periods and two three-hour laboratory periods a week, one year.

IV. ADVANCED INORGANIC CHEMISTRY. A study of the rare elements, peroxides, complex salts, hydrates and

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\*To be appointed.

molecular compounds; recent theories of inorganic chemistry, including colloids; radioactivity; the electron; valence; structure, and coördination theories; the periodic system. Prerequisites, Chemistry II (a), II (b), and III. Two class periods and two three-hour laboratory periods a week, one year.

Courses IV and V will be given in alternate years.

V. ADVANCED ORGANIC CHEMISTRY. A study of the principles and practices of organic chemistry as applied to important classes of organic compounds, including coal-tar dyes, carbohydrates, alkaloids, terpenes, uric acid derivatives, and ptomaines; special topics, including tautomerism, stereoisomerism, and the electron theory applied to organic compounds. Prerequisites, Chemistry II (a), II (b), and III. Two class periods and two three-hour laboratory periods a week, one year.

Courses V and IV will be given in alternate years.

VI. (a) APPLIED CHEMISTRY. A course including the chemistry and analysis of foods; ore, soil, and water analysis; dyeing processes. Prerequisites, Chemistry II (a), II (b), and III. Two class periods and two three-hour laboratory periods a week, first semester.

VI. (b) BIO-CHEMISTRY. The course includes a preliminary study of such substances as fats, carbohydrates, and proteins; a study of such physiological chemical processes as the action of enzymes, salivary, gastric and pancreatic digestion; metabolism; determination of normal and pathological constituents of urine; the problems of dietetics. Prerequisites, Chemistry II (a), II (b), and III. Three class periods and two three-hour laboratory periods a week, second semester.

VII. HISTORY OF CHEMISTRY. A study of the classical memoirs of the Greek philosophers, the tenets of the alchemists, and the researches of the past century which have developed the atomic, structure, and valence theories of modern chemistry. Prerequisites, Chemistry II (a), II (b), and III. Three class periods a week, one semester.

Arranged to correlate with Biology III.

GENERAL PHYSICS. A course covering the fundamental principles of mechanics, sound, heat, light, electricity and magnetism. Three class periods and two two-hour laboratory periods a week, one year.

## BIOLOGY

ASSOCIATE PROFESSOR HOWLAND  
MISS FISK

I. GENERAL BIOLOGY. The aims of this course are to give the student a comprehensive view of the general principles and fundamental facts of Biology, and to train her to keen observation, accurate investigation, and independent judgment. Lectures and text-books present questions of biologic importance, such as ecology, evolution, and heredity, and also deal with the general characters and relationships of the various forms studied. Common forms from both plant and animal kingdoms are chosen for study in laboratory and field, as a basis for the clear understanding of the elementary principles of morphology, physiology, histology and embryology. Lectures, three hours a week; laboratory, four hours; one year.

**II. BIOLOGICAL TECHNIQUE.** Prerequisite, Biology I.

I. This course is designed for those desiring advanced work in biology, and for prospective teachers of biology. It deals with the most important methods of collection, culture, preservation and preparation of material needed for courses in biology. Laboratory course, nine hours a week, one year.

**III. HISTORICAL BIOLOGY.** Prerequisite, Biology I. This course presents a brief survey of the growth of scientific thought and development of biologic sciences from the Greek Epoch down to modern times. Lecture and library course, three hours a week, one semester.

## ZOOLOGY

**I. INVERTEBRATE ZoöLOGY.** Prerequisite, Biology I, except by special arrangement. In this course a comparative study of the main phyla is made, approached by means of laboratory work upon selected representatives. The lectures comprise a survey of the various phyla, and are supplemented by the study of some standard text. Lectures, three hours a week; laboratory, four hours; one year; elective.

**II. ANIMAL HISTOLOGY.** Prerequisites, Biology I and Zoölogy I, or Botany I. This course deals with the microscopic study of animal tissues, and is especially designed for prospective medical students. Some practice in the histological preparation of tissues is obtained. Laboratory, eight hours; lecture, one hour; one semester.

**III. EMBRYOLOGY.** Prerequisite, Zoölogy II. This course will include a brief study of the embryological development of several invertebrate types, as well as the frog, chick and rabbit.

**BOTANY**

I. GENERAL BOTANY. This course treats of plant structures, the relation of plants to their environment, and plant physiology. A comparative study is made of the morphology of the main plant groups and the evolution of the plant kingdom. The laboratory studies are accompanied by field work. Lectures, three hours a week; laboratory, four hours; one year. Sophomore elective.

II. TAXONOMY. Prerequisite, Botany I. In the first semester this course deals with the natural history of the Cryptogams. A study is made of the structure and classification of the Algæ, Lichens, Liverworts, Mosses, and Ferns. Practical experience is gained in the collection, determination and preservation of these plants. The taxonomy of the Phanerogams is treated in the second semester. The course aims to give the student independence in the determination of the flowering plants in any region by the use of manuals and keys. A study is made of our common trees in their winter and their summer aspects. When possible, the laboratory work will be conducted in the field. Lectures, three hours a week; laboratory and field work, four hours; one year. Either group may be taken as a semester course.

III. ECOLOGY AND GEOGRAPHICAL DISTRIBUTION. Prerequisite, Botany I. This course treats of plants in relation to their environment. The ecology of plant structure and behavior is considered. The work includes a study of plant associations and the various factors

which influence their distribution. Lectures, three hours a week; laboratory and field work, four hours; one semester.

**IV. HORTICULTURE AND LANDSCAPE GARDENING.** Prerequisite, Botany I. This course aims to give a knowledge of cultivated plants, their habit and culture, and to apply this knowledge to the general principles of landscape architecture and gardening. The lectures on propagation and culture are supplemented by practical garden work. Lectures, three hours a week; laboratory and field work, four hours; one semester.

Botany II alternates with Botany III and IV.

**V. HISTOLOGY AND EMBRYOLOGY.** Prerequisite, Botany I. This course includes a detailed study of all structure and division, and a comparative study of plant tissues and organs. The problems of evolution and variation are discussed. Considerable practice is given in the technique of histological and cytological preparations. Lectures, three hours; laboratory, four hours; one year.

## PSYCHOLOGY

ASSOCIATE PROFESSOR SIMRALL

**I. PSYCHOLOGY.** An elementary course in general principles. Text-book work, collateral reading and simple experiments. Required in junior or senior year. Three hours, one year.

**II. EXPERIMENTAL PSYCHOLOGY.** An introductory laboratory course. Experiments in sensation, attention, perception, memory processes. Four hours of laboratory work with one hour of lecture or recitation. Prerequisite, Course I. Three hours, first semester.

**III. EDUCATIONAL PSYCHOLOGY.** A course designed especially for those intending to teach. Education, its meaning and aims; relation of education to psychology; the psychology of learning. Prerequisite, Course I. Three hours, second semester.

**IV. ETHICS.** A study of the conditions and ideals of human conduct as embodied in social life and individual behavior. Open to juniors and seniors. Two hours, one year.

### **HOME ECONOMICS**

**ASSOCIATE PROFESSOR PRYOR**

**I. NUTRITION AND ELEMENTARY COOKERY.** This course comprises a study of foods on the basis of the food principles. It takes up their production, manufacture, adulterations, costs, care in the home, and nutritive value. The laboratory work is closely connected with the lectures. It includes the chemical and physical properties and the biological relations of the food principles, their application in the preparation of foods, the planning of dietaries and the serving of meals. Two periods a week, lectures; six periods a week, laboratory. Open only to students who have completed Chemistry I. Sophomore elective.

**II. MENU PLANNING AND ADVANCED COOKERY.** Prerequisites, Chemistry I, or its equivalent, Home Economics I. This course is a continuation of Home Economics I. More complex dishes and a greater variety of combinations are prepared and served. Each student is responsible for the marketing, preparation and serving of a luncheon. The lectures include the study of the

processes involved in the preparation, storage and handling of the staple foods as found in the market; food legislation and inspection; demand and supply, and the responsibility of the buyer. Two periods a week, lectures; six periods a week, laboratory.

## DEPARTMENT OF PHYSICAL EDUCATION

PROFESSOR HARLEY, M. D.  
MISS GUION

I. HYGIENE. A practical course in the structure and development of the body with a view of inspiring greater respect and care for the mechanism. The influence of good and bad environment on health. Diet, clothing, exercise, sleep, emergencies. One hour a week for one year. Required of all freshmen.

### II. PHYSIOLOGY AND SANITATION.

(a) Physiology of nutrition, the nervous system, the ductless glands. Three hours a week for one semester. Prerequisite, one year of biology and chemistry.

(b) Home and municipal sanitation, educational hygiene, child nurture, neighborhood work, first aid, contagious diseases. Three hours a week for one semester. Prerequisite, first semester of physiology.

### PHYSICAL TRAINING.

I. (a) Swedish drill and apparatus work. Two hours a week during winter term.

I. (b) Corrective gymnastics designed to meet the needs of individual cases. Twice a week during the winter term. Course I required of all freshmen.

II. OUTDOOR SPORTS. Basket-ball, baseball, tennis, hockey, and swimming. Two hours a week during fall and spring terms. Required of all sophomores.

III. DANCING. Folk and aesthetic dancing. One hour a week during winter and spring terms. Elective for all students.

## MUSIC

### MISS YOUNG

MISS CRAWFORD

MISS HULL

MISS HUTTER

MISS GARDNER

### THEORETICAL AND HISTORICAL COURSES.

I. THEORY OF MUSIC. This course includes a thorough study of notation, rhythm, scales, intervals, elementary harmony and analysis. Ear training and keyboard exercises. One hour a week, one year. Will count towards the B. A. degree as a sophomore elective. Open to special students.

II. HARMONY. Chords, harmonizing of melodies, cadencies, dissonances, sequences, non-harmonic tones, organ point, altered chords, modulation. Two hours a week, one year. Open to all who have completed Course I. Will count towards the B. A. degree as junior and senior elective. Open to special students.

III. This course extends from the beginning of the study of notation through the formation and connection of chords, harmonization of melodies, use of non-harmonic tones, and modulation. It aims to give a thorough familiarity with tonalities and part writing. Three hours a week, one year. Sophomore, junior and senior elective. Open to special students.

IV. COUNTERPOINT. Three hours a week, one semester. Open to all who have completed the course in Harmony. Will count toward the A. B. degree.

V. ANALYSIS AND FREE COMPOSITION IN SMALL FORMS. Three hours a week, one semester. Open to all who have completed Course IV. Will count toward the A. B. degree.

Not given in 1916-17.

VI. HISTORY OF MUSIC. Music of the ancients, early church music, the polyphonic schools, rise of homophony, transition to modern tonality, and general history to the period of the great masters. Study of the classic, romantic and modern schools of composition, history of instruments and the lives of the great composers with practical illustrations from their works. Two hours a week, one year. Junior and senior elective. Open to special students.

MUSICAL APPRECIATION. This course, which is open to all students and requires no previous musical knowledge, aims to give a general comprehension of music such as will enable the hearer to listen intelligently. It includes an explanation of thematic development; ear training in harmonic perception; description of the principal musical forms, of present-day instruments and the orchestra; a general view of folk and church music, song, oratorio and opera, illustrated by works of representative composers. One hour a week, one year. Does not count towards the A. B. degree.

#### PRACTICAL COURSES.

COLLEGIATE COURSE IN INTERPRETATIVE PIANOFORTE PLAYING. No student will be admitted to this course

unless she has satisfied the entrance conditions. To do this she must be able to play, with due regard to the musical content, the Two-part Inventions of Bach, Haydn Sonata in D major (Peters ed. No. 7), and such pieces as Schubert's "Moments Musicaux," op. 94, No. 2, or Impromptu, op. 142, in A flat, together with correct treatment of the keyboard and pedaling; also in passage work a metronome speed of four notes to 100. The student must also be able to read at sight. Equivalents of the above-mentioned pieces may be offered with the approval of the Director.

I. This course follows chronologically and technically work done to meet the entrance requirements and will include: Bach Three-part Inventions, sonatas by Haydn, Mozart, and Beethoven, smaller compositions of Schumann, Chopin, and modern composers, some ensemble work as well as technique and studies adapted to individual needs. In supplementary class work the student will study musical acoustics, the orchestra and its instruments, ear training. No credit will be given for this course unless taken in connection with theoretical Courses I or III. Sophomore elective. Open to special students. Two hours throughout the year.

II. The course for the second year will include a study of the suites of Bach and Händel, sonatas of Beethoven, concertos of Mozart and Mendelssohn, and selections from the Romantic and Modern schools of composition. Co-related work in technique, analysis of compositions. Two hours throughout the year if taken in connection with Theoretical Course II.

III. In the third year Preludes and Fugues of Bach will be studied, larger works of Schumann, Chopin, Brahms, Grieg, etc., together with compositions of the modern Russian and French schools, study of musical forms. Two hours throughout the year if taken in connection with Theoretical Course VI.

**PIANOFORTE.** Systematic training is given in thoroughly modern methods of technique and tone production, studies and instructive works suitable to the requirements of the individual pupil being used. Though the importance of technical proficiency is fully recognized, the main object of this course is to bring the student into sympathetic contact with the best music and to impart a broad and educative knowledge of the best literature for the pianoforte.

**VOICE CULTURE.** The course in solo singing will include control of the breath, correct placement and building of the voice, enunciation, a graded course of vocalises, songs by classic and modern writers, and arias.

**CHORAL SINGING.** Two courses in chorus work are offered:

- (a) For students who have had no previous training.
- (b) Glee club work, for students able to read at sight and having suitable voices.

**VIOLIN.** The course in violin consists of systematic grading of technical work, largely based upon the Sevcik principle of teaching; it embraces standard solos and ensemble work of classic and modern schools.

Students who play orchestral instruments will have the advantage of membership in the Sweet Briar orchestra.

Recitals are given by the faculty and students of the music department; also by visiting artists of repute.

## ART

### (a) HISTORICAL COURSES

MISS McLAWS

I. OUTLINE COURSE IN THE HISTORY OF ART. This course seeks, through various forms of art expression, to give an understanding of the ideals, activities, and results of the lives of peoples in the evolution of civilization. It also gives an appreciation of the meaning and effect of the Renaissance on modern life. It studies Ancient, Mediæval, Renaissance and Modern Art. Three hours a week, one year. Sophomore or junior elective.

II. HISTORY OF PAINTING. A critical study of the technique, subjects, composition and historical relations of the great painters of Italy, France, Spain, the Netherlands, Holland, Germany, England and the United States. Three hours a week, one year. Open to those who have completed Course I.

### (b) PRACTICAL COURSES

III. ELEMENTARY DRAWING AND COLOR COURSE. Drawing and sketching in pencil, charcoal and color from nature, life, cast and still life.

This course aims to see and represent things pictorially for form, line, color and composition. Qualified students may work in oil.

IV. DESIGN AND APPLIED COURSE. The theory of harmony in color, form and material is developed by a

logical sequence of problems dealing with pictorial composition, design and applications to block-printing, stenciling, clay and other mediums of expression.

V. INTERIOR DECORATION.

- (a) THE THEORY OF HARMONY IN COLOR.
- (b) FURNISHINGS AND FINISHINGS.
- (c) ORNAMENTS AND DECORATIVE MATERIAL.

This section of the course deals with the finishing of interior woodwork of one's home, the choice and treatment of walls, the selection and placing of furniture and rugs, the choice and arrangement of pictures, with their frames, all bric-a-brac and other material connected with house furnishing.

VI. Commercial Advertising.

VII. Jewelry and simple flat metal course.

**LECTURE AND CONCERT COURSE 1916-1917****LECTURERS**

President Henry Noble MacCracken: "The Share of America in World Literature."

Professor John A. Lomax: "Cowboy Ballads."

Miss Helen F. Young: "Romantic Music and Musicians."

Miss Elizabeth E. Lee: "Some Beautiful Gardens."

Professor Charles Zublin: "The United States, Pace-Maker or Peace-Maker."

Madame E. Guérin: "Marie Antoinette and Her Times."

**ARTISTS ON THE CONCERT COURSE**

Mr. Winston Wilkinson, violinist.

Madame Germaine Schnitzer, pianist.

Mrs. Edward MacDowell, lecturer and pianist.

Madame van der Veer, contralto.

Mr. Reed Miller, tenor.

**LECTURERS FOR CURRENT EVENTS CLUB**

Mr. Leon R. Whipple: "The Modern Newspaper."

Mr. Alfred Chandler: "Single Tax."

Dr. Raymond Beasley: "Experiences in an English War Hospital."

Miss Julia Lathrop: "Child Labor."

**LECTURERS FOR SCIENCE CLUB**

Dr. William A. Kepner: "The Place of Science in Life."

Dr. Leonora Neuffer: "Colloids."

## GENERAL INFORMATION

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### EXPENSES FOR THE YEAR

Checks should be made payable to Sweet Briar Institute.

Tuition .....	\$150.00
Board, room, laundry .....	325.00
Lecture and Church dues.....	10.00
Infirmary fee .....	10.00
Contingent fee .....	5.00

#### Extra charges.

For single room or share in suite.....	50.00
Fee for each course in laboratory science.....	10.00
Diploma .....	5.00
Art .....	75.00

#### Music.

Music, piano, tuition from Director.....	125.00
" " " " Instructor .....	90.00
" use of piano for practice.....	15.00
" vocal .....	90.00
" use of piano for vocal practice.....	10.00
" violin .....	90.00
" use of room for violin practice.....	5.00

*Of the above charges the sum of two hundred and seventy-two dollars and fifty cents is payable at entrance. One-half of any extra charge for the year is also due at entrance. The remainder is due February first, at which time a bill will be rendered.*

At the time of application for admission a fee of ten dollars must be deposited by each student to secure a

room. This fee will be deducted from the first payment. It will be forfeited in case of withdrawal unless notice of such withdrawal is given before August fifteenth of the year for which application is made.

**LAUNDRY.**—Eighteen pieces are allowed weekly. All above this amount are charged for at regular rates.

**INFIRMARY.**—The charge for infirmary fee includes all attention from the physician, medicines and dressings, and two weeks in the infirmary where extra nursing is not required. In case of serious or contagious illness where a special nurse is required, the cost of the nurse and the nurse's board is charged to the student. In case a student is in the infirmary for a total length of time exceeding two weeks, even though any one visit is less than two weeks, the extra time will be charged for at the rate of \$1.50 a day.

**CONTINGENT FEE.**—This fee provides for library fines and for damage to rooms or furniture. Any amount unexpended will be refunded at the end of the year.

**BOOKS AND STATIONERY.**—Books and stationery may be obtained from the Students' Book Shop. A deposit of \$15.00 for the first semester and \$5.00 for the second semester must be made with the *Book Shop* to cover the cost of books. Any balance will be returned in June. No books will be ordered without the deposit. Checks should be made payable to the Students' Book Shop. The management of the Book Shop is entirely separate from the college.

**GUESTS.**—A charge at the rate of two dollars and a quarter a day is made for guests who stay at the college.

As the accommodations for guests are limited, arrangements for their reception must be made in advance with the superintendent of the housekeeping department.

Guests may not be lodged in the dormitories.

Guests can not be accommodated at the college for more than a few days at a time.

**RECESS AND OTHER CHARGES.**—A charge of two dollars a day or ten dollars a week is made for students and all other persons who remain at the college during the Christmas and spring recess.

An extra charge is made for meals sent to rooms.

### **DEDUCTIONS AND REFUNDS**

No deduction will be made from payments for tuition except tuition in music.

No deduction or refund of any kind will be made unless the absence of the student, delay in arriving or withdrawal, is for reasons meeting the approval of the President of the College. In such cases a deduction or refund at the rate of thirty dollars a month will be made for board, and at the rate of eight dollars per month for music, either vocal or instrumental. This deduction is reckoned from the time the formal notice of withdrawal is received. The periods of Christmas or spring vacation are not included in reckoning a refund.

### **SCHOLARSHIPS AND STUDENTS' AID**

In accordance with the wish of the founder of the college, Mrs. Indiana Fletcher Williams, ten scholarships of the value of one hundred and fifty dollars each are given on the recommendation of the President to such applicants as are deemed worthy.

The proceeds of the Tea Room and the Book Shop have been invested and the interest furnishes a limited number of scholarships.

A few remunerative positions are open in the college for students desiring such opportunities.

### EQUIPMENT

**LOCATION.**—Sweet Briar College is located in the Piedmont section of Virginia, twelve miles north of Lynchburg and one hundred and sixty-three miles south of Washington on the main line of the Southern Railroad. See map on page 79.

**GROUNDS.**—The college grounds consist of about three thousand acres. The campus, with its green lawns, its ancient woodlands, its gardens and meadows, gives ample opportunity for the most extensive sports and exercise. A pleasant lake affords boating and swimming in the fall and spring, and skating in winter. The athletic field provides for hockey, basket-ball and tennis. The unusual extent and beauty of the campus and the charm of the surrounding Blue Ridge Mountains make riding, driving and cross-country walking particularly popular with the students.

A large farm and dairy supply the college with fruits, vegetables, cream and milk.

**BUILDINGS.**—The present college buildings have been erected in accordance with a plan for a group of sixteen buildings. These buildings, of a uniform style of architecture, are to be connected by arcades. The plan pro-

vides for two quadrangles: one containing eight dormitories, a refectory, a chapel, and a gymnasium; the other, the academic building, the art building, the library, the science hall and the industrial building. Of these buildings, five dormitories and the academic building have been erected.

Sweet Briar House, the beautiful old Virginia home-stead of the founder of the college, is now the President's house and contains the administrative offices.

In addition, there are four other houses—residences of the professors—a steam laundry, a cold-storage plant, a creamery, a power-house, and a building containing the Tea Room and Book Store.

All of the buildings are heated by steam and lighted by electricity.

The dormitories have every modern convenience, including shower-baths, and are comfortably and attractively furnished. They contain single rooms, double rooms and suites, and each dormitory has its own reception-room.

The academic building contains large and well-lighted classrooms, an art studio, and the science laboratories. At present the library is housed in the academic building. It consists of about six thousand well-selected volumes in addition to the general reference books and magazine files. The reading-room supplies the leading papers and periodicals.

The assembly hall, in which religious services and all public exercises are held, is a large admirably lighted room seating four hundred persons.

The gymnasium, located in Grammer Hall, is equipped with modern apparatus.

## **HEALTH**

A physician of excellent training and experience resides on the campus. She makes a thorough physical examination of every student who enters college, supervises the health of the students and the general living conditions of the college.

The infirmary comprises four bright, pleasant rooms and is under the management of a resident nurse. Special attention is paid to the infirmary diet. The physician's suite and the room of the nurse are connected with the infirmary.

Owing to the unexcelled opportunities for out-of-door life, the exceptionally fine climate and a pure water supply, the health of the students is unusually good, and many who can not successfully complete their college courses in a more rigorous climate and under more confining conditions can do their work at Sweet Briar with a steady improvement in health.

## **RELIGIOUS LIFE AND SERVICES**

While strictly non-sectarian, the college emphasizes the fundamental principles of Christianity. Daily religious exercises and Sunday services are held in the chapel. Attendance is required at the daily and Sunday services.

Voluntary Bible classes are organized among the students in addition to the regular courses offered in the curriculum.

A branch of the Young Women's Christian Association has charge of the Sunday evening services and has organized and actively directs practical social work at Sweet Briar.

A resident chaplain conducts the various services and devotes his time to furthering the religious life of the college. Visiting ministers of various denominations frequently conduct the Sunday services.

### GOVERNMENT

The discipline of the college is educative in character and rests largely in the hands of the Student Government Association in conjunction with the College Council. The College Council is composed of three representatives from the faculty, the president of the Student Government Association and a representative from each of the classes.

Every freshman is assigned to a member of the faculty who acts as adviser in classification and in matters that concern the welfare of the student. The same adviser is continued throughout the sophomore year.

The honor system obtains at the college and all tests and examinations are given under this system. Any violation of its requirements constitutes an offense of great seriousness.

### MISCELLANEOUS

The Sweet Briar omnibus runs between the college buildings and the station and meets regularly all local trains. Persons expecting to arrive or depart on other trains should notify the Business Manager.

The college may be reached directly by wire or by long-distance telephone.

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Catalogues of Sweet Briar Academy, a preparatory school connected with the college, will be sent upon application.

#### **GENERAL REGULATIONS**

At the close of each recess every student is expected to be at the college at the time specified. In case of unavoidable detention she must notify the President before the close of the recess, and after her return she must present the reasons for the delay to the faculty.

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Every student must supply her own soap and towels and an extra blanket or comfort.

All garments sent to the laundry must be marked with Cash's woven names.

**STUDENTS****SENIORS**

Bissell, Mary Elwell .....	Cleveland, Ohio
Crump, Henrietta Beverley .....	Richmond, Virginia
Darden, Martha Virginia .....	Suffolk, Virginia
Henderson, Jane .....	Bellevue, Virginia
Lloyd, Rachel May .....	Toledo, Ohio
McIlravy, Ruth Alice .....	Tarrytown, New York
Pfister, Bertha .....	Amherst, Virginia
Sandmeyer, Virginia .....	Houston, Texas
Skillern, Inez .....	Boise, Idaho
Steele, Genie Morgan .....	Columbus, Mississippi
Whitehead, Mary Louise .....	Amherst, Virginia

**JUNIORS**

Barkalow, Vivienne .....	Denver, Colorado
Bowers, Ilse .....	Kirklin, Indiana
Carroll, Cornelia Dotterer .....	Clarksdale, Mississippi
Case, Louise .....	East Cleveland, Ohio
Fitz-Hugh, Janetta .....	Charlottesville, Virginia
Gibbon, Corinne .....	Charlotte, North Carolina
Hicks, Marion Antoinette .....	Talladega, Alabama
Kintzing, Gertrude .....	Hanover, Pennsylvania
Lowman, Elizabeth .....	Lowman, New York
McVey, Margaret .....	Richmond, Virginia
Martin, Marianne .....	Norfolk, Virginia
Pratt, Jane C. .....	Highland, New York
Reed, Mary S. .....	New York City
Seaver, Charlotte de Beaumont .....	Cleveland, Ohio
Smith, Eleanor Ramsey .....	Newark, New Jersey
Sollitt, Elanette .....	Chicago, Illinois
Turk, Esther Cornwall .....	Geneva, New York
Walker, Ida T. .....	Louisville, Kentucky

**SOPHOMORES**

Block, Katharine D. ....	Caldwell, New Jersey
Eggleston, Elizabeth .....	Blacksburg, Virginia

Freeman, Florence Stuyvesant	Mount Vernon, New York
Gilmore, Delia-May	Chicago, Illinois
Gilmore, Rosanne	Dayton, Ohio
Guggenheimer, Cilla	Lynchburg, Virginia
Hammond, Louise S.	Covington, Virginia
Johnson, Doris	Cincinnati, Ohio
Luke, Isabel	Covington, Virginia
McLaren, Gertrude Irene	Lake Forest, Illinois
Meek, Mildred	Houston, Texas
Neal, Dorothy	Boise, Idaho
Payne, Josephine	Covington, Virginia
Raney, Mary Heath	Lawrenceville, Virginia
Reed, Margaret	Milwaukee, Wisconsin
Sharpe, Caroline Johnston	Wilkes-Barre, Pennsylvania
Thomson, Mildred Quarles	Norfolk, Virginia
Tietig, Doris	Cincinnati, Ohio
Towne, Catherine Bell	Evanston, Illinois
Valentine, Dorothy	Montclair, New Jersey
Wallace, Dorothy Elizabeth	Veedersburg, Indiana
Wild, Hannah Frances	Indianapolis, Indiana
Wood, Isabel Hedges	Charlottesville, Virginia

**FRESHMEN**

Ball, Geraldine	Tampa, Florida
Barry, Myrel	Idaho Falls, Idaho
Bigger, Madeline Russell	Richmond, Virginia
Bishop, Helen	Logansport, Indiana
Case, Helen R.	Trenton, New Jersey
Crabbs, Mary Virginia	Crawfordsville, Indiana
Dowden, Florence	Fairmont, West Virginia
Freiberg, Caroline P.	Cincinnati, Ohio
Guilbert, Julia R.	Ashland, Virginia
Guthrie, Helen Mar	Mattoon, Illinois
Hammond, Mattie D.	Covington, Virginia
Hanna, Isabelle	Cambridge, Maryland
Hanna, Nancy Pringle	Washington, D. C.
Hatton, Mary Watts	Portsmouth, Virginia
Hicks, Alleine	Oxford, North Carolina

Hogans, Clara Dorothy .....	Oak Park, Illinois
Hogg, Mary Caroline .....	Pittsburgh, Pennsylvania
Hulburd, Ruth Mary.....	Cleveland, Ohio
Johns, Mary Wharton.....	Austin, Texas
Johnston, Helen Rutherford.....	Richmond, Virginia
Jones, Edna H. ....	Elizabeth, New Jersey
Jones, Geraldine .....	Gainesville, Texas
Judge, Mary Eleanor .....	Mansfield, Pennsylvania
Kemp, Katherine Furman .....	New York City
Kenney, Frances L. ....	Decatur, Illinois
Lea, Elizabeth Gittings.....	Trenton, New Jersey
Loney, Corinne Speck.....	Superior, Wisconsin
Lovell, Lois Virginia .....	Fargo, North Dakota
Lynott, Eleanor E.....	Louisiana, Missouri
McGeorge, Rebecca .....	Wilmington, Delaware
Mason, Helen S. ....	Hagerstown, Maryland
Merrell, Virginia Jane.....	Coshocton, Ohio
Miller, Helen Gould .....	Wilmington, Delaware
Neal, Grace Berwyn .....	Newark, New Jersey
Neidig, Verna True .....	Mount Vernon, Iowa
Pennypacker, Elmyra Wells.....	Phoenixville, Pennsylvania
Quinerly, Agnes .....	Kinston, North Carolina
Raiff, Mary Frances .....	Rutherford, New Jersey
Redfield, Evelyn Austin .....	Dallas, Texas
Rozelle, Maynette .....	Owensboro, Kentucky
Sackett, Helen E. ....	Springfield, Ohio
Sawyer, Leila R. ....	Englewood, New Jersey
Sheffield, Sarah D. ....	Americus, Georgia
Shortess, Pauline .....	Charleston, Illinois
Sloan, Edna .....	Cleveland, Ohio
Watson, Madeline .....	Melrose Highlands, Massachusetts
Webb, Isabel .....	Cleveland, Ohio
Webster, Alice Herbert .....	Norfolk, Virginia
Webster, Christine .....	Carthage, Missouri
Wensley, Margaret .....	East Cleveland, Ohio
Whitley, Dorothy .....	Birmingham, Alabama
Woodard, Elizabeth .....	Norfolk, Virginia

**IRREGULAR STUDENTS**

Allen, Lucia .....	Covington, Virginia
Armstrong, Katherine .....	Paris, Texas
Barber, Julia .....	New York City
Barrow, Mary Lucile .....	Blackstone, Virginia
Beeson, Helen .....	Columbus, Ohio
Bird, Dorothy Arline .....	Mount Vernon, New York
Blanks, Russe .....	Vicksburg, Mississippi
Broughton, Mary .....	River Forest, Illinois
Burton, Olive .....	Fort Worth, Texas
Casey, Louise West .....	Dallas, Texas
Cowan, Mary .....	Vicksburg, Mississippi
Ford, Majorie Bacon .....	Chicago, Illinois
Harrison, Alma .....	Flatonia, Texas
Hatch, Virginia .....	Cleveland, Ohio
Hays, Ruth Fanny .....	Milwaukee, Wisconsin
High, Margaret .....	Paris, Texas
Kemper, Katherine P. ....	Hendersonville, North Carolina
Knapp, Roberta.....	Rockford, Illinois
Marshall, Ann Catherine .....	Rock Island, Illinois
Nicodemus, Grace .....	Buckeyestown, Maryland
Proctor, Nan .....	Victoria, Texas
Sloan, Elizabeth Earle .....	Charleston, South Carolina
Spengel, Margaret .....	Denver, Colorado
Stevenson, Martha Estelle .....	Wallace, Idaho
Trevett, Alma Frances .....	Champaign, Illinois
Walker, Martha .....	Charlotte, North Carolina
Weaver, Rosalie .....	Birmingham, Alabama
Whitehill, Juliann E. ....	Columbus, Ohio

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Total in the College, 132.

## DISTRIBUTION OF STUDENTS BY STATES

Alabama .....	5	Mississippi .....	8
Arkansas .....	2	Missouri .....	4
Brazil .....	1	Nebraska .....	1
Colorado .....	6	New Jersey .....	6
Connecticut .....	1	New York .....	20
Delaware .....	4	North Carolina .....	7
District of Columbia...	3	North Dakota .....	1
Florida .....	5	Ohio .....	18
Georgia .....	6	Pennsylvania .....	14
Idaho .....	4	Rhode Island .....	2
Illinois .....	18	South Carolina .....	3
Indiana .....	8	Tennessee .....	6
Iowa .....	2	Texas .....	24
Kentucky .....	4	Utah .....	1
Maryland .....	5	Virginia .....	49
Massachusetts .....	3	West Virginia .....	3
Michigan .....	2	Wisconsin .....	5
Minnesota .....	2		

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Number of States, 35; number of students, 253 (includes students in the Academy).

THE ASSOCIATION OF ALUMNÆ AND FORMER  
STUDENTS OF SWEET BRIAR COLLEGE

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ANNUAL MEETING IN CHAPEL AUDITORIUM  
MONDAY, JUNE 4, 1917

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PRESIDENT

Alice G. Swain, '14, 62 Evergreen Place, East Orange, N. J.

VICE-PRESIDENT

Rachel Forbush, 525 Forest Ave., Oak Park, Ill.

SECRETARY

Lelia Dew, Wytheville, Va.

TREASURER

Sue Slaughter, '13, 547 Warren Crescent, Norfolk, Va.

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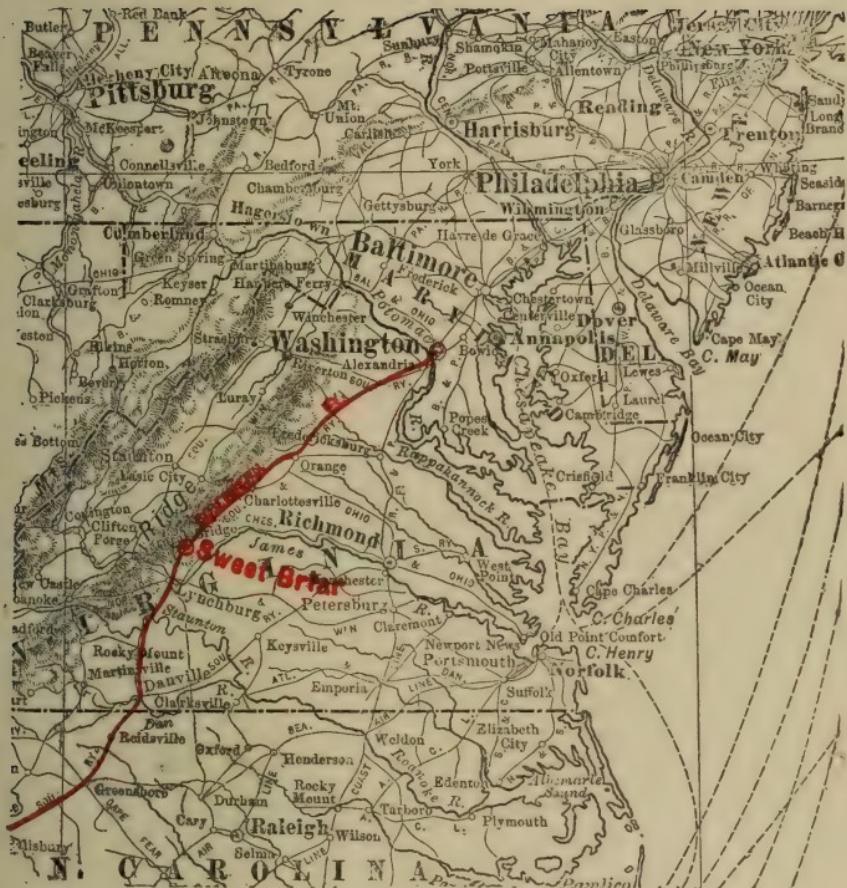
EXECUTIVE COMMITTEE

Eugenia Buffington, '13

Harriet Evans, '15

Grace Martin

Dorothy Wallace









54  
118

# CATALOGUE

OF

# Sweet Briar College

THE LIBRARY OF THE  
JUN 21 1917

SWEET BRIAR, VIRGINIA & ILLINOIS



1917

Application pending for entry at the post office, Sweet Briar, Virginia, as second-class matter.



CATALOGUE

OF

# Sweet Briar College

SWEET BRIAR, VIRGINIA



1917

"This bequest, devise and foundation are made in fulfillment of my own desire, and of the especial request of my late husband, James Henry Williams, solemnly conveyed to me by his last will and testament, for the establishment of a perpetual memorial of our deceased daughter, Daisy Williams."—  
*From the will of Mrs. Indiana Fletcher Williams, founder of Sweet Briar Institute.*

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**1916****JULY**

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## **CALENDAR FOR 1917-1918**

### **1917**

- January 22 to 27—Mid-year examinations.  
January 29—Second semester begins.  
March 16 to 26—Spring recess.  
June 4—Eighth annual commencement.  
College closes June 5 at 6:00 P. M.  
September 18-19—Registration, Tuesday and Wednesday.  
September 20—Academic year begins, 8:30 A. M.  
November 16—Founder's Day.  
November 29—Thanksgiving, a holiday.  
December 20, 12:00 M.—Christmas recess begins.

### **1918**

- January 8, 8:30 A. M.—Christmas recess ends.  
January 21-26—Mid-year examinations.  
January 29—Second semester begins.  
March 15, 12:00 M.—Spring recess begins.  
March 26, 8:30 A. M.—Spring recess ends.  
June 2—Baccalaureate sermon.  
June 4—Ninth annual commencement.

## HISTORY

The college was founded by Mrs. Indiana Fletcher Williams, who died in November, 1900, leaving the bulk of her estate, consisting of over eight thousand acres of land and over a half million dollars, in trust, to the Right Reverend A. M. Randolph, Bishop of Southern Virginia, the Reverend T. M. Carson of Lynchburg, Virginia, Stephen R. Harding of Amherst County, Virginia, and the Reverend Arthur P. Gray of Amherst, Virginia. She directed these Trustees to procure the incorporation in the State of Virginia of a corporation to be called "Sweet Briar Institute," and to turn over to it all property left them in trust. She provided that this corporation should be controlled by a Board of seven Directors, the first members of which should be appointed by the Trustees. The Directors were to have power to fill vacancies in their number.

The intention of the founder with regard to the kind of institution which should be established is expressed in the following extract from her will: "The said corporation shall with suitable dispatch establish and shall maintain and carry on upon the said plantation a school or seminary to be known as the 'Sweet Briar Institute' for the education of white girls and young women. It shall be the general scope and object of the school to impart to its students such an education in sound learning, and such physical, moral, and religious training as shall in the judgment of the Directors best fit them to be useful members of society."

The college was chartered in February, 1901, according to the conditions of the will, with a self-perpetuating

Board of Directors, consisting of the following members: The Right Reverend A. M. Randolph, the Reverend T. M. Carson, the Reverend Arthur P. Gray, Stephen R. Harding, the Reverend Carl E. Grammer, Dr. J. M. McBryde, Judge Legh R. Watts.

At their first meeting held in March, 1901, the Board of Directors formulated the policy of the college in the following paper: "Untrammeled by state or denominational control, or by the testamentary direction of a will, and, therefore, relieved of the necessity of bidding for popular favor through the employment of adventitious or temporary expedients, it is the declared wish and purpose of its Board of Directors to give such shape and scope to Sweet Briar Institute as will make it a worthy monument to the liberality of its founder and the first among the establishments for female education in the State and the South. Believing that it would be unwise for the new institution to enter upon fields of educational activity already fully occupied, or to come into unnecessary competition with existing seminaries of learning, it is our desire to have it take possession of a territory hitherto overlooked and neglected. In the North the demand for collegiate instruction for women, fully equal in character to that offered the men by such institutions as Harvard, Princeton, Columbia and Yale, has resulted in the foundation of Vassar, Wellesley, Smith and Bryn Mawr. In the West and South the demand for better equipment of women for the practical vocations of life has led to the establishment of several excellent normal and industrial schools exclusively for girls. But nowhere, to our knowledge, has the attempt been made

harmoniously to combine in one institution the best features of these two classes of schools. Holding that such combination is neither impossible nor impracticable, but rather that industrial training can be made, if only a safe equilibrium be provided for, to supplant, strengthen and enrich the intellectual, it is our resolve that the Sweet Briar Institute shall attempt this new line of educational effort. Standing for a policy and work distinctly and peculiarly its own, it will offer to the young women of the South carefully formulated courses of study, leading to degrees, of high grade and proper adaptation to the needs and capabilities of the female mind—some literary and some scientific—and along with them thoroughly practical training in certain artistic and industrial branches of knowledge—the two lines of work so arranged and coördinated that the choice of any one of the four years' courses will carry with it the election of a given number of the practical branches. These courses, of necessity few in number at first, will be added to as the growth and development of the institution may call for them, and experience dictate their character and scope. The specification and formulation of these courses must await the future action of the Board, when it can have the assistance of the President and Faculty to be elected later on."

## BOARD OF DIRECTORS

RT. REV. A. M. RANDOLPH, LL. D., D. C. L., PRESIDENT  
Norfolk, Va.

MR. N. C. MANSON, JR., CHAIRMAN EXECUTIVE COMMITTEE  
Lynchburg, Va.

REV. ARTHUR P. GRAY, SECRETARY  
*Washington, Va.*

JUDGE LEGH R. WATTS  
Portsmouth, Va.

REV. CARL E. GRAMMER, S. T. D.  
Philadelphia, Pa.

MR. FERGUS REID  
Norfolk, Va.

MR. CHARLES E. HEALD  
Lynchburg, Va.

## EDUCATIONAL COMMITTEE

RT. REV. A. M. RANDOLPH, LL. D., D. C. L., PRESIDENT  
Norfolk, Va.

REV. ARTHUR P. GRAY, SECRETARY  
Washington, Va.

REV. CARL E. GRAMMER, S. T. D.  
Philadelphia, Pa.

## EXECUTIVE COMMITTEE

MR. N. C. MANSON, JR., CHAIRMAN EXECUTIVE COMMITTEE  
Lynchburg, Va.

JUDGE LEGH R. WATTS  
Portsmouth, Va.

MR. FERGUS REID  
Norfolk, Va.

MR. CHARLES E. HEALD  
Lynchburg, Va.

**OFFICERS OF ADMINISTRATION**

EMILIE WATTS McVEA, A. M., LITT. D.  
*President*

WILLIAM B. DEW  
*Treasurer and Business Manager*

MARY HARLEY, M. D.  
*Physician to the College*

MARION LATIMER PEELE  
*Secretary to the President*

ROSS V. MARTINDALE  
*Superintendent of Buildings, Grounds and Farm*

**THE FACULTY AND OTHER OFFICERS**

EMILIE WATTS McVEA, A. M., LITT. D.  
*President and Professor of English*

MARY HARLEY  
M. D., Woman's Medical College of the N. Y. Infirmary  
*Professor of Physiology and Hygiene*

THOMAS DEANE LEWIS  
Graduate of William and Mary College, and of the Episcopal  
Theological Seminary of Virginia  
*Professor of Biblical Literature and Chaplain to the College*

CLEMENT TYSON GOODE  
A. B., Wake Forest College; A. M., Harvard University  
*Professor of English*

HUGH S. WORTHINGTON  
A. M., University of Virginia  
*Professor of Modern Languages*

HELEN F. YOUNG  
Pupil of Teichmüller in Leipzig for five years, of Schreck, and  
of other German and American musicians  
*Director of Music*

VIRGINIA RANDALL McLAWS  
Student in the Charcoal Club of Baltimore; student and teacher  
in the New York School of Art; pupil of  
Henry Caro-Delvaille, Paris  
*Director of Art*

CAROLINE LAMBERT SPARROW  
A. B., Woman's College of Baltimore; A. M., Cornell University  
*Associate Professor of History*

NORA BLANDING FRASER  
A. B., Cornell University  
*Associate Professor of Latin*

RUTH B. HOWLAND

Ph. B. and Ph. M., Syracuse University  
*Associate Professor of Biology*

EUGENIE M. MORENUS

A. B. and A. M., Vassar College  
*Associate Professor of Mathematics*

JOSEPHINE P. SIMRALL

B. S., Wellesley College; Graduate work in Johns Hopkins  
 University and University of Cincinnati  
*Associate Professor of Psychology*

LEONORA NEUFFER

A. M., Ph. D., University of Cincinnati  
*Associate Professor of Chemistry*

ELIZABETH PRYOR

B. S., Iowa State College  
*Associate Professor of Home Economics*

ALANETTE BARTLETT

B. S. and A. M., Columbia University  
*Assistant Professor of Modern Languages*

CAROLINE HILL CRAWFORD

B. M., Syracuse University  
*Instructor in Vocal Music*

CHARLOTTE KENDALL HULL

Graduate of Chicago Musical College; pupil of Viardot in Paris  
 and of Sevcik in Prague and Vienna  
*Instructor in Violin*

CLAUDINE HUTTER

Pupil of Miss Young at Sweet Briar, and of Teichmüller in  
 Leipzig for two years  
*Instructor in Piano*

ANNA KUTZNER

A. B., Vassar College  
*Instructor in German*

*Mr. Elizabeth Johnson  
 French Instructor  
 Mrs. Hoffmann*

*Miss Mary McLescher*  
FRANCES HADLEY

A. B., Mount Holyoke College; Graduate student in the  
University of Chicago  
*Instructor in English*

JOSEPHINE GUION  
A. B., Wellesley College  
*Director of Physical Training*

EMMA LUELLA FISK  
A. B., Wellesley College  
*Instructor in Botany*

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*Instructor in Physics*

JESSIE BROWN  
*Librarian*

BERTHA PFISTER  
*Student Assistant in the Library*

DOROTHY E. WALLACE  
CILLA V. GUGGENHEIMER  
*Student Assistants in Chemistry*

FANNIE T. CARROLL  
*Superintendent of the Housekeeping Department*

MATTIE R. PATTESON  
*Superintendent of the Apartment House and Infirmary*

FLORENCE W. PRATT  
*Assistant in the Housekeeping Department*

BARBARA C. MALLARD  
*Trained Nurse*

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\*To be appointed.

**STANDING COMMITTEES OF THE FACULTY**

*Executive Committee.*—The President, Mr. Worthington, Mr. Goode, Mr. Lewis, Miss Fraser, Dr. Harley, Miss Sparrow, Miss Morenus, Miss Young, Miss McLaws, Dr. Neuffer, Miss Simrall, Miss Howland, Miss Pryor, Mrs. Hills.

*Committee on Admission.*—Miss Fraser, Miss Young, Dr. Neuffer.

*Committee on Instruction.*—Miss Sparrow, Miss Bartlett, Mr. Goode, Miss Howland, Miss Simrall.

*Committee on Lectures and Entertainments.*—Miss Young, Miss Sparrow, Mr. Worthington, Mr. Lewis, and the President.

*Committee on Schedule.*—Miss Morenus, Miss Hadley, Miss Bartlett, Miss Howland, Miss Searle, the Secretary.

*Committee on Library.*—Miss Bartlett, Mr. Lewis, Miss McLaws, Miss Collins, Miss Schweiss, the Librarian.

*Committee on Athletics.*—Dr. Harley, Miss Guion, Miss Kutzner, Mr. Worthington.

*Committee on Student Publications.*—Mr. Goode, Miss Hadley, Miss McLaws, Miss Fisk.

*Committee on Dramatics.*—Miss Simrall, Miss Guion, Miss Hutter, Miss Pryor.

*Committee on Academic and Social Functions.*—Miss Bartlett, Miss Morenus, Miss Pryor, Mrs. Hills, Miss Young, Miss Hull.

*Committee on Relations between the College and the Academy.*—Miss Fraser, Mrs. Hills, Mr. Goode, Dr. Neuffer, Miss Timberlake, the President.

## **ADMISSION**

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### **APPLICATION FOR ADMISSION**

Candidates for admission should be at least sixteen years of age, should have completed the required preparatory work, and should present evidences of moral, mental and physical fitness for a college career.

Every applicant must fill out and return to the secretary a copy of the official registration blank of the College.\*

No student may register in the college later than three weeks after the beginning of a semester.

Candidates are admitted by examination or upon certificates from accredited institutions.

### **REQUIREMENTS FOR ADMISSION**

Candidates for admission to college must offer work amounting to fifteen units, as specified below. A unit means a year's work of five recitations a week in one subject.

I. Prescribed for courses leading to A. B. degree.

English .....	3 units
History .....	1 unit
Mathematics .....	2½ or 3 units
Latin .....	4 units
Elective .....	4 or 4½ units

II. Prescribed for courses leading to B. S. degree.

English .....	3 units
Science .....	1 unit

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\*These blanks will be furnished on request.

Mathematics .....	$2\frac{1}{2}$ or 3 units
Foreign Languages.....	4 units
Elective .....	4 or $4\frac{1}{2}$ units

The foreign languages offered may be Greek, Latin, French, German, or Spanish. Four units of any one language will be accepted. Any combination must provide for at least three units of one language and two of another. The additional unit may be offered as an elective.

### III. Electives for either A. B. or B. S. degree.

The remaining four or four and a half units may be elected from the following list:

Botany or Zoölogy.....	1 unit
Chemistry .....	1 unit
Civics .....	$\frac{1}{2}$ unit
French .....	2-4 units
German .....	2-4 units
Greek .....	1-3 units
History .....	1-2 units
Latin .....	2-4 units
Physics .....	1 unit
Physiography .....	$\frac{1}{2}$ unit
Physiology .....	$\frac{1}{2}$ unit
Spanish .....	2 units

Solid Geometry and Trigonometry,  $\frac{1}{2}$  unit each, on examination.

All students entering college must meet the entrance requirements whether or not they expect to take the full amount of work leading to a degree.

Candidates will not be admitted to the college if conditioned in more than two units.

**ADMISSION BY CERTIFICATE**

A certificate blank may be secured from the secretary. This blank must be filled out in detail by the principal of the preparatory school attended by the applicant. It must include a statement of the subjects studied, the amount of work covered in each subject and the grades obtained. This certificate should be forwarded to the President as soon as possible after application has been made.

**ADMISSION BY EXAMINATION**

Examinations for admission will be held at the college on June 5-6 and on September 16-17. All applications for examinations must be in the hands of the secretary at least one month before the date set for the examination.

**ADMISSION TO ADVANCED STANDING**

Candidates for advanced standing must fulfill the requirements for admission to the freshman class, and when not entering from other colleges of recognized rank must pass examination in the work offered.

Credit will be given for a limited amount of work done at approved institutions during the summer months. Students who wish to take summer courses should consult at Sweet Briar the head of the department concerned.

In the case of students entering from other colleges, an arrangement of schedule may be made whereby certain requirements of the freshman and sophomore years may be considered as deferred subjects.

# ADMISSION SUBJECTS IN DETAIL

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## ENGLISH (3 Units)

No candidate will be accepted in English whose work is notably deficient in point of spelling, punctuation, grammar, or division into paragraphs.

### REQUIREMENTS FOR 1915-19

(a) READING AND PRACTICE.—The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature, by giving her a first-hand knowledge of some of its best specimens. She should read the books carefully, but her attention should not be so fixed upon details that she fails to appreciate the main purpose and charm of what she reads.

With a view to large freedom of choice, the books provided for reading are arranged in the following groups, from each of which at least two selections are to be made, except as otherwise provided under Group I.

Group I. Classics in Translation.—*The Old Testament*, comprising at least the chief narrative episodes in *Genesis*, *Exodus*, *Joshua*, *Judges*, *Samuel*, *Kings*, and *Daniel*, together with the books of *Ruth* and *Esther*. The *Odyssey*, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII. The *Iliad*, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI. The *Aeneid*.

The *Odyssey*, *Iliad*, and *Aeneid* should be read in English translations of recognized literary excellence.

For any selection from this group a selection from any other group may be substituted.

Group II. Shakespeare: *Midsummer Night's Dream*, *Merchant of Venice*, *As You Like It*, *Twelfth Night*, *The Tempest*, *Romeo and Juliet*, *King John*, *Richard II*, *Richard III*, *Henry V*, *Coriolanus*, *Julius Cæsar*, *Macbeth*, *Hamlet*. (No one of the last three may be taken if chosen for study under B.)

Group III. Prose Fiction. Malory: *Morte d'Arthur* (about 100 pages); Bunyan: *Pilgrim's Progress*, *Part I*; Swift: *Gulliver's Travels* (voyages to Lilliput and to Brobdingnag); Defoe: *Robinson Crusoe*, *Part I*; Goldsmith: *The Vicar of Wakefield*; Frances Burney (Madame d'Arblay): *Evelina*; Scott: any one of the novels; Jane Austen: any one of the novels; Maria Edgeworth: *Castle Rackrent*, or *The Absentee*; Dickens: any one of the novels; Thackeray: any one of the novels; George Eliot: any one of the novels; Mrs. Gaskell: *Cranford*; Kingsley: *Westward Ho!* or *Hereward the Wake*; Reade: *The Cloister and the Hearth*; Blackmore: *Lorna Doone*; Hughes: *Tom Brown's School-days*; Stevenson: any one of the novels which are out of copyright; Cooper: any one of the novels; Poe: *Selected Tales*; Hawthorne: any one of the novels which are out of copyright; a collection of *Short Stories* by various standard writers.

Group IV. Essays, Biography, etc. Addison and Steele: *The Sir Roger de Coverley Papers*, or selections from *The Tatler* and *The Spectator* (about 200 pages); Boswell: Selections from the *Life of Johnson* (about 200 pages); Franklin: *Autobiography*; Irving: Selections from the *Sketch Book* (about 200 pages), or the

*Life of Goldsmith*; Southeby: *Life of Nelson*; Lamb: Selections from the *Essays of Elia* (about 100 pages); Lockhart: Selections from the *Life of Scott* (about 200 pages); Thackeray: Lectures on *Swift, Addison, and Steele* in the *English Humorists*; Macaulay: one of the following essays: *Lord Clive, Warren Hastings, Milton, Addison, Goldsmith, Frederic the Great, Madame d'Arblay*; Trevelyan: Selections from the *Life of Macaulay* (about 200 pages); Ruskin: *Sesame and Lilies*, or *Selections* (about 150 pages); Dana: *Two Years Before the Mast*; Lincoln: *Selections*, including at least the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, and the letter to Horace Greeley, together with a brief memoir or estimate of Lincoln; Parkman: *The Oregon Trail*; Thoreau: *Walden*; Lowell: *Selected Essays* (about 150 pages); Holmes: *The Autocrat of the Breakfast Table*; Stevenson: *An Inland Voyage and Travels with a Donkey*; Huxley: *Autobiography* and selections from *Lay Sermons*, including the addresses on *Improving Natural Knowledge, A Liberal Education, and A Piece of Chalk*; a collection of *Essays* by Bacon, Lamb, De Quincey, Hazlitt, Emerson, and later writers; a collection of *Letters* by various standard writers.

Group V. Poetry. Palgrave: *Golden Treasury (First Series)*: *Books II and III*, with special attention to Dryden, Collins, Gray, Cowper, and Burns; Palgrave: *Golden Treasury (First Series)*: *Book IV*, with special attention to Wordsworth, Keats and Shelley (if not chosen for study under B); Goldsmith: *The Traveller* and *The Deserted Village*; Pope: *The Rape of the Lock*; a collection of English and Scottish

Ballads, as, for example, *Robin Hood* ballads, *The Battle of Otterburn*, *King Estmere*, *Young Beichan*, and *Berwick and Grahame*, *Sir Patrick Spens*, and a selection from later ballads; Coleridge: *The Ancient Mariner*, *Christabel*, and *Kubla Khan*; Byron: *Childe Harold*, *Canto III*, or *Canto IV*, and *The Prisoner of Chillon*; Scott: *The Lady of the Lake*, or *Marmion*; Macaulay: *The Lays of Ancient Rome*, *The Battle of Naseby*, *The Armada*, *Ivry*; Tennyson: *The Princess*, or *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; Browning: *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*, *The Italian in England*, *The Patriot*, "De Gustibus—," *The Pied Piper*, *Instans Tyrannus*; Arnold: *Sohrab and Rustum* and *The Forsaken Merman*; Selections from *American Poetry*, with special attention to Poe, Lowell, Longfellow, and Whittier.

(b) STUDY AND PRACTICE.—This part of the requirement is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions. The books provided for study are arranged in four groups, from each of which one selection is to be made.

Group I. Drama. Shakespeare: *Julius Cæsar*, *Macbeth*, *Hamlet*.

Group II. Poetry. Milton: *L'Allegro*, *Il Penseroso*, and either *Comus* or *Lycidas*; Tennyson: *The Coming of Arthur*, *The Holy Grail*, and *The Passing of Arthur*;

the selections from Wordsworth, Keats, and Shelley in *Book IV* of Palgrave's *Golden Treasury* (*First Series*).

Group III. Oratory. Burke: *Speech on Conciliation with America*; Macaulay: *Speeches on Copyright*; and Lincoln: *Speech at Cooper Union*; Washington: *Farewell Address*; and Webster: *First Bunker Hill Oration*.

Group IV. Essays. Carlyle: *Essay on Burns*, with a selection from Burns's *Poems*; Macaulay: *Life of Johnson*; Emerson: *Essay on Manners*.

### HISTORY (2 Units)

For the prescribed point in history, the student must present one of the following subjects:

(a) Ancient history, with special reference to Greek and Roman history. A short introductory study of the most ancient nations is desirable, as well as a brief sketch of the main events in the Middle Ages, from the fall of Rome to the death of Charlemagne.

(b) English history, with reference to the social as well as the political development.

(c) American history and elementary civil government.

The student is expected to be able to handle any of the standard preparatory text-books, such as Andrew's *History of England*, or West's *Ancient History*; to have acquired a sufficient historical vocabulary to enable her to read the more advanced works intelligently, and to have had some little training in the writing of abstracts. The student is expected, also, to have had some practice in the drawing of maps, and may be called on in exam-

ination to show her knowledge of geography either by her own drawings, or by the location of places on an outline map.

Students entering on certificate are expected to have taken the course in history, not earlier than the third or fourth year of high school work.

Ancient history is recommended as affording the best preparation for the freshman course.

A candidate may offer any one of these three subjects as an elective point in history (see pages 15-16), provided that one of the points be ancient history, and that both points be taken in the last three years of the preparatory work.

### MATHEMATICS (3 Units)

(a) ALGEBRA.—(1) To Quadratics: The four fundamental operations for rational algebraic expressions; factoring, determination of highest common factor and lowest common multiple by factoring; fractions, including complex fractions; ratio and proportion; linear equations, both numerical and literal, containing one or more unknown quantities; problems depending on linear equations; radicals, including the extraction of the square root of polynomials and of numbers; exponents, including fractional and negative.

(2) Quadratics and Beyond: Quadratic equations, both numerical and literal; simple cases of equations with one or more unknown quantities that can be solved by the methods of linear or quadratic equations; problems depending on quadratic equations; the binomial theorem for positive integral exponents; the formulas

for the  $n$ th term and the sum of the terms of arithmetical and geometrical progression, with applications.

It is assumed that pupils will be required throughout the course to solve numerous problems which involve putting questions into equations. Some of these problems should be chosen from mensuration, from physics, and from commercial life. The use of graphical methods and illustrations, particularly in connection with the solution of equations, is also expected.

(b) PLANE GEOMETRY.—The usual theorems and construction of good text-books, including the general properties of plane rectilinear figures; the circle and the measurements of angles; similar polygons; areas; regular polygons and the measurement of the circle; the solution of numerous original exercises, including loci problems; application to the mensuration of lines and plane surfaces.

### LATIN (4 Units)

For the present either the new requirements or the old may be offered. The new requirements are preferred.

#### NEW REQUIREMENTS.

The Latin reading must be not less in amount than Cæsar, *Gallic War* I-IV; Cicero, *Archias*, the *Manilian Law*, the orations against Catiline; Virgil, *Aeneid* I-VI. The amount of reading specified above should be selected from the following authors and works: Cæsar (*Gallic War* and *Civil War*) and Nepos (*Lives*); Cicero (orations, letters, and *De Senectute*) and Sallust (*Catiline* and *Jugurthine War*); Virgil (*Bucolics*, *Georgics*, and *Aeneid*) and Ovid (*Metamorphoses*, *Fasti*, and *Tristia*).

The following prescribed reading must be offered by all candidates: Cicero, orations for the Manilian Law and for Archias, and Virgil, *Aeneid* I, II, and either IV or VI at the option of the candidate.

In grammar and composition it is expected that the student have thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read, with ability to use this knowledge in writing Latin prose.

It is especially urged that throughout the entire period of preparation, emphasis be given to sight reading and to regular work in prose composition.

#### OLD REQUIREMENTS.

**LATIN GRAMMAR.**—The inflections; the simpler rules for composition and derivation of words, syntax of cases and the verbs; structure of sentences in general, with particular regard to relative and conditional sentences, indirect discourse, and the subjunctive.

**LATIN COMPOSITION.**—Translation into Latin of detached sentences, and very easy continuous prose based upon Cæsar and Cicero.

**CÆSAR.**—Any four books of the *Gallic War*, preferably the first four.

**CICERO.**—Any six orations from the following list, but preferably the first six mentioned: The four orations against Catiline, Archias, the Manilian Law, Marcellus, Roscius, Milo, Sestius, Ligarius, the fourteenth Philippic.

**VIRGIL.**—The first six books of the *Aeneid*, and so much prosody as relates to accent, versification in general, and dactylic hexameter.

ADVANCED PROSE COMPOSITION, consisting of continuous prose of moderate difficulty based on Cicero.

SIGHT TRANSLATION OF PROSE of no greater difficulty than the easier portions of Cicero's orations.

### GREEK (3 Units)

GREEK GRAMMAR AND COMPOSITION.—The topics are similar to those detailed under Latin Grammar and Composition. The examination in grammar and prose composition will be based on the first two books of Xenophon's *Anabasis*.

XENOPHON.—The first four books of the *Anabasis*.

HOMER.—The first three books of the *Iliad* (omitting II, 494 to end), and the Homeric constructions, forms and prosody.

ADVANCED PROSE COMPOSITION, consisting of continuous prose based on Xenophon and other Attic prose of similar difficulty.

SIGHT TRANSLATION OF PROSE of no greater difficulty than Xenophon's *Anabasis*.

### FRENCH (4 Units)

The requirements follow the recommendations of the Modern Language Association embodied in Document No. 62 of the College Entrance Examination Board.

#### 2-UNIT REQUIREMENT.

At the end of the elementary course the pupil should be able to pronounce French accurately, to read at sight easy French prose, to put into French simple English

sentences taken from the language of every-day life or based upon a portion of the French text read, and to answer questions on the rudiments of the grammar as defined below.

During the first year the work should comprise:

1. Careful drill in pronunciation.
2. The rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions; the order of words in the sentence, and the elementary rules of syntax.
3. Abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression.
4. The reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read (the teacher giving the English), and in reproducing from memory sentences previously read.
5. Writing French from dictation.

Suitable texts for the first year are: A well-graded reader for beginners; Bruno, *Le Tour de la France*; Compayré, *Yvan Gall*; Laboulaye, *Contes bleus*; Malot, *Sans famille*.

During the second year the work should comprise:

1. The reading of from 200 to 400 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches.

2. Constant practice, as in the previous year, in translating into French easy variations upon the texts read.
3. Frequent abstracts, sometimes oral and sometimes written, of portions of the texts already read.
4. Writing French from dictation.
5. Continued drill upon the rudiments of grammar, with constant application in the construction of sentences.
6. Mastery of the forms and use of pronouns, pronominal adjectives, of all but the rare irregular verb forms, and of the simpler uses of the conditional and subjunctive.

Suitable texts for the second year are: Daudet, *Le Petit Chose*; Erckmann-Chatrian, stories; Halévy, *L'Abbé Constantin*; Labiche et Martin, *Le Voyage de M. Perrichon*; Lavisse, *Histoire de France*.

### 3-UNIT REQUIREMENT.

At the end of the intermediate course the pupil should be able to read at sight ordinary French prose or simple poetry, to translate into French a connected passage of English based on the text read, and to answer questions involving a more thorough knowledge of syntax than is expected in the elementary course.

The work should comprise the reading of from 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form; constant practice in giving French paraphrases, abstracts or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation.

Suitable texts for the third year are: Bazin, *les Oberlé*; Dumas, novels; Mérimée, *Colomba*; Sandeau, *Mlle. de la Seiglière*; Tocqueville, *Voyage en Amérique*.

### GERMAN (4 Units)

The requirements follow the recommendations of the Modern Language Association embodied in Document No. 62 of the College Entrance Examination Board.

#### 2-UNIT REQUIREMENT.

At the end of the elementary course in German, the pupil should be able to read at sight, and to translate, if called upon, by way of proving ability to read, a passage of very easy dialogue or narrative prose, help being given upon unusual words and constructions, to put into German short English sentences taken from the language of every-day life or based upon the text given for translation, and to answer questions upon the rudiments of grammar as defined below.

During the first year the work should comprise:

1. Careful drill upon pronunciation.
2. The memorizing and frequent repetition of easy colloquial sentences.
3. Drill upon the rudiments of grammar, that is, upon the inflection of the articles, of such nouns as belong to the language of every-day life, of adjectives, pronouns, weak verbs and the more usual strong verbs; also upon the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word-order.

4. Abundant easy exercises designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression.

5. The reading of from 75 to 100 pages of graduated texts from a reader, with constant practice in translating into German easy variations upon sentences selected from the reading lesson (the teacher giving the English), and in the reproduction from memory of sentences previously read.

\*Suitable texts for the first year are: After one of the many Readers especially prepared for beginners, Meissner's *Aus meiner Welt*; Blüthgen's *Das Peterle von Nürnberg*; Storm's *Immensee*, or any of Baumbach's short stories.

During the second year the work should comprise:

1. The reading of from 150 to 250 pages of literature in the form of easy stories and plays.

2. Accompanying practice, as before, in the translation into German of easy variations upon the matter read and also in the off-hand reproduction, sometimes orally and sometimes in writing, of the substance of short and easy selected passages.

3. Continued drill upon the rudiments of grammar, directed to the ends of enabling the pupil, first, to use her knowledge with facility in the formation of sentences, and, secondly, to state her knowledge correctly in the technical language of grammar.

\*Suitable texts for the second year are: Gerstäcker's *Germelshausen*; Eichendorff's *Aus dem Leben eines*

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\*During each year at least six German poems should be committed to memory.

Taugenichts; Wildenbruch's *Das edle Blut*; Jensen's *Die braune Erica*; Seidel's *Lebrecht Hühnchen*; Fulda's *Unter vier Augen*; Benedix's *Lustspiele* (any one).

### 3-UNIT REQUIREMENT.

At the end of the intermediate course the pupil should be able to read at sight German prose of ordinary difficulty, whether recent or classical; to put into German a connected passage of simple English, paraphrased from a given text in German; to answer any grammatical questions relating to the usual forms and essential principles of the language, including syntax and word formation, and to translate and explain (so far as explanation may be necessary) a passage of classical literature taken from some text previously studied.

The work should comprise, in addition to the elementary course, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, paraphrases, abstracts, or reproductions from memory of selected portions of the matter read; also grammatical drill upon the less usual strong verbs, the use of articles, cases, auxiliaries of all kinds, tenses and modes (with special reference to the infinitive and subjunctive), and likewise upon word-order and word-formation.

\*Suitable texts for the third year are: Heyse's, Riehl's, Keller's, Storm's, Meyer's, Ebner-Eschenbach's, W. Raabe's, *Novellen* or *Erzählungen*; Schiller's *Wilhelm Tell*; Freytag's *Die Journalisten*; Heine's *Harzreise*.

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\*During each year at least six German poems should be committed to memory.

**CHEMISTRY (1 Unit)**

The preparation in chemistry should cover at least one full session, with three recitations a week, and should include the study of one standard text-book, to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws of elementary chemistry. In addition to the three recitations, four periods weekly should be devoted to practical tests and experiments performed by the students individually under the direction of the teacher. Every candidate must present at the time of, and as a part of, the examination in chemistry a notebook containing in the candidate's own language a description of her laboratory exercises, the steps, observations, and results of each exercise being carefully recorded. The record should be well-ordered, plainly legible, and concise. The notebook must bear the endorsement of the teacher, certifying that the notes are a true record of the student's work.

**PHYSICS (1 Unit)**

The requirements in physics are similar to those in chemistry. The candidate is required to have studied for a full session one standard text-book and to have done individual laboratory work. She must be prepared to show her laboratory notebook, properly certified by her instructor.

**BOTANY (1 Unit)**

The preparation in botany should cover at least one full session, and should include individual laboratory

work. This course should comprise: (1) The general principles of (a) Anatomy and Morphology, (b) Physiology, and (c) Ecology; (2) The natural history of the plant groups, and classification.

For further details see Document No. 62 of the College Entrance Examination Board already referred to.

### **ZOOLOGY (1 Unit)**

One year's work in the study of animal life with laboratory work and notebooks.

### **CIVICS ( $\frac{1}{2}$ Unit)**

The one-half unit of civics must be offered in conjunction with either a half or a whole unit of American History.

### **PHYSIOGRAPHY ( $\frac{1}{2}$ Unit)**

Text, laboratory work, and notebooks.

### **PHYSIOLOGY ( $\frac{1}{2}$ Unit)**

Text and notebook.

### **SPANISH (2 Units)**

The equivalent of the preparation in French and German.

## REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

Candidates for this degree must complete sixty-two hours of work, in conformity with one of the following courses:

### OUTLINE OF COURSES OF STUDY

COURSE A (English)	Hours	COURSE B (Modern Languages)	Hours	COURSE C (Ancient Languages)	Hours
<b>FRESHMAN</b>		<b>FRESHMAN</b>		<b>FRESHMAN</b>	
English I	3	English I	3	English I	3
History I	3	History I	3	History I	3
Latin I	3	Latin I	3	Latin I	3
French II or III } or }	3	French II or III } or }	3	French II or III } or }	3
German II or III }	3	German II or III }	3	German II or III }	3
Biology I or }	3	Biology I or }	3	Biology I or }	3
Chemistry I }	3	Chemistry I }	3	Chemistry I }	3
Physical Education	1	Physical Education	1	Physical Education	1
<b>SOPHOMORE</b>		<b>SOPHOMORE</b>		<b>SOPHOMORE</b>	
English II	3	English II	3	English II	3
History II	3	Latin II	3	Latin II	3
French III or IV } or }	3	French III or IV } or }	3	French III or IV } or }	3
German III or IV }	3	German III or IV }	3	German III or IV }	3
Latin II or		German I or II }		Greek I or II	3
German I or II } or }	3	or		Elective	3
French I or II or }	3	French I or II }	3	Physical Education	1
Greek I or II	3	Elective	3		
Elective	1	Physical Education	1		
<b>JUNIOR</b>		<b>JUNIOR</b>		<b>JUNIOR</b>	
English*		French IV or V }		Latin	3
Any Language	3	or		Greek	3
Psychology	3	German IV or V }		Psychology	3
Elective		German II or III }		Elective	6
		or			
		French II or III }			
		Psychology			
		Elective			
<b>SENIOR</b>		<b>SENIOR</b>		<b>SENIOR</b>	
English*		French or } (adv.)	3	Latin (adv.)	3
Any Language	3	German } (adv.)	3	Greek (adv.)	3
Elective		German or } (adv.)	3	Elective	9
		French			
		Elective			

\*For graduation in Course A the student must complete, in addition to English I and II, not less than ten hours of work in English, of which 4½ hours are prescribed as follows: Courses III, IVa (or XIIb or XIIIb), and Va (or Vb).

**REQUIREMENTS FOR THE DEGREE OF BACHELOR  
OF SCIENCE**

English .....	6 hours
Mathematics .....	3 hours
History .....	3 hours
Modern Language.....	12 hours
Science .....	3 hours
Psychology or Philosophy.....	3 hours
Physical Education .....	2 hours
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In addition, a major subject and related subject in Sciences of 15 hours. The remaining 30 credits are electives.

## OUTLINE OF COURSES OF STUDY—Cont.

COURSE D (History and Economics)	Hours	COURSE E (Mathematics and Physics)	Hours
<b>FRESHMAN</b>		<b>FRESHMAN</b>	
English I	3	English I	3
History I	3	History I	3
Mathematics I or Latin I	3	Mathematics I	3
French II or III or }	3	French II or III or }	3
German II or III }	3	German II or III }	3
Biology I or Chemistry I	3	Biology I or Chemistry I	3
Physical Education	1	Physical Education	1
<b>SOPHOMORE</b>		<b>SOPHOMORE</b>	
English II	3	English II	3
History II	3	Mathematics III	3
French III or IV or }	3	Physics I or II	3
German III or IV }	3	French III or IV or }	3
Any Language	3	German III or IV }	3
Elective	3	Elective	3
Physical Education	1	Physical Education	1
<b>JUNIOR</b>		<b>JUNIOR</b>	
History or Economics	3	Mathematics or Physics	3
Any Language	3	Any Language	3
Psychology	3	Psychology	3
Elective	6	Elective	6
<b>SENIOR</b>		<b>SENIOR</b>	
History or Economics	3	Physics or Mathematics	3
Any Language	3	Any Language	3
Elective	9	Elective	9

No student may take more than sixteen or less than twelve hours of work without permission from the faculty.

Elementary French and elementary German may not both be credited towards the degree.

# COURSES OF INSTRUCTION

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## ENGLISH

PROFESSOR GOODE

PROFESSOR MCVEA

MISS HADLEY

Courses I and II are required of all candidates for degrees. Course I is prerequisite to all other courses of the department. Course II is prerequisite to all elective courses of the department except Va, Vb and XIV.

I. COMPOSITION AND RHETORIC. The forms of discourse in theory and practice, with emphasis on exposition and narration. Short and long themes regularly. Selections from literature for purposes of illustration and example. Collateral reading. Individual conferences. Three hours.

II. HISTORICAL OUTLINE OF ENGLISH LITERATURE. A survey of English literature from the beginning to the present time. Representative selections for study in both prose and poetry. Copious reading, lectures, critiques. Three hours.

III. SHAKESPEARE. Intensive study of a few plays, rapid reading of others. Two hours.

IVa. CHAUCER. Reading of certain of the *Canterbury Tales*, and other works of Chaucer, from the linguistic standpoint primarily. Three hours, first semester.

Va. ADVANCED COMPOSITION. Exposition and Argumentation. Constant practice in the two forms. Two hours, first semester.

Vb. ADVANCED COMPOSITION. The Short Story. A study in technique. Two hours, second semester.

VI. DEVELOPMENT OF THE DRAMA. Rise of dramatic forms in England, extensive study of Elizabethan drama, and survey through the decadence to 1642. Three hours.

VIIa. THE ROMANTIC MOVEMENT. English poetry approximately from 1775 to 1825, with special attention to Wordsworth, Coleridge, Byron, Shelley, and Keats. Three hours, first semester.

VIIIb. NINETEENTH CENTURY PROSE. The chief authors of the various prose forms, exclusive of fiction and the drama, of the century. Three hours, second semester. (This course alternates with IXb. Omitted 1917-18.)

IXb. THE DRAMA FROM 1660 TO THE PRESENT TIME. A study in historical development, with chief attention to modern drama. Three hours, second semester.

(This course alternates with VIIIb. To be given 1917-18.)

Xa. THE POETRY OF TENNYSON. Three hours, first semester.

Xb. THE POETRY OF BROWNING. Three hours, second semester.

XI. THE ENGLISH NOVEL. Cursory examination of prose fiction before Defoe. Authors and types of the novel proper to the present time. Two hours.

XIIb. OLD ENGLISH. Grammar and syntax. Readings in West Saxon prose and poetry. Three hours, second semester.

(This course alternates with XIIIb. Omitted 1917-18.)

XIIIb. MIDDLE ENGLISH LITERATURE. Studies in English literature from cir. 1200 to cir. 1500, with chief attention to Chaucer and his contemporaries. Three hours, second semester.

(This course alternates with XIIb. To be given 1917-18.)

XIV. AMERICAN LITERATURE. A summary review of American literature from the beginning to the present time. One hour.

## BIBLICAL HISTORY AND LITERATURE

PROFESSOR LEWIS

I. THE ORIGIN AND HISTORY OF THE HEBREW PEOPLE TO THE MACCABEAN PERIOD. The object of this course is to trace the development of divine revelation, as illustrated in the history of the Israelites, and to acquaint the student with the life, manners, and thought of the people, as a preparation for the study, later, of Hebrew literature. First semester, three hours a week. Sophomore elective.

II. NEW TESTAMENT HISTORY FROM THE MACCABEAN PERIOD TO THE CLOSE OF THE APOSTOLIC AGE.

A study of the history recorded in the Gospels and in the Acts of the Apostles. This course includes a study of the preparation of the world for the coming of Christ, the religious beliefs of the Jewish people of that age, and a brief survey of the Gentile world to whom the Apostles preached Christianity. Preparatory to Course IV. Second semester, three hours a week. Sophomore elective.

**III. THE LITERATURE OF THE OLD TESTAMENT.** A study of the books of the Old Testament: the date, authorship, outline analysis, and special message of each. The development of religious thought is traced through the literature studied chronologically. First semester, three hours a week. Junior and senior elective.

**IV. THE LITERATURE OF THE NEW TESTAMENT.** A study of the books of the New Testament, including the date, authorship, outline, and contribution to religious thought of each. Second semester, three hours a week. Junior and senior elective.

**V. THE LIFE AND TEACHING OF CHRIST.** A study of the life of Christ, with special reference to its message to modern life. First semester, three hours a week. Junior and senior elective.

**VI. COMPARATIVE RELIGION.** A study of the great ethnic religions of the world, and a comparison of each with Christianity. Second semester, three hours a week. Junior and senior elective.

Courses III and IV are given alternately with V and VI.

**FRENCH**

PROFESSOR WOETHINGTON  
ASSISTANT PROFESSOR BARTLETT

I. ELEMENTARY FRENCH. Fraser and Squair, *Shorter French Course* (Heath); Monvert, *La Belle France* (Allyn and Bacon); Ordonneau, Valabregne, Kéroul, *Les Boulinard* (Heath); Halévy, *L'Abbé Constantin* (Allyn and Bacon). For beginners. Three hours a week through the year.

II. INTERMEDIATE FRENCH. Fraser and Squair, *French Grammar* (Heath); Mansion, *Extracts for French Composition* (Heath); Churchman, *Introduction to French Pronunciation* (Jenkins); Buffum, *French Short Stories* (Holt); Coppée, *Le Luthier de Crémone* and *Le Trésor* (Allyn and Bacon); Rostand, *Les Romanesques* (Ginn); Hugo, *Les Misérables* (Holt); Bazin, *Les Oberlé* (Holt); Bowen, *French Lyrics* (Heath); Barrett Wendell, *The France of To-day* (Scribner). Prerequisite, French I or two units at entrance. Three hours a week through the year.

III. ADVANCED FRENCH. Sanderson, *Through France and French Syntax* (Silver, Burdett); Matzke, *Primer of French Pronunciation* (Holt); Hugo, *Hernani* (Heath); Rostand, *Cyrano de Bergerac* (Holt); Paillyeron, *Le Monde où l'on s'ennuie* (Heath); Hugo, *Notre Dame de Paris* (Ginn); Balzac, *Père Goriot* (Holt); Taine, *L'Ancien Régime* (Heath); Sainte-Beuve, *Causeries du Lundi* (Ginn); Canfield, *French Lyrics* (Holt); Strachey, *Landmarks in French Literature* (Holt); Delpit, *L'Age d'Or de la Littérature Fran-*

*çaise* (Heath). Prerequisite, French II or three units at entrance. Three hours a week through the year.

IV. (a) FRENCH CLASSICAL DRAMA. Lectures, required reading, reports. Prerequisite, French III. Three hours a week, first semester.

(b) NON-DRAMATIC FRENCH LITERATURE OF THE SEVENTEENTH CENTURY. Lectures, required reading, reports. Three hours a week, second semester.

V. FRENCH LITERATURE OF THE EIGHTEENTH CENTURY. Lectures, required reading, reports. Prerequisite, French IV. Two hours a week, through the year.

VI. (a) THE ROMANTIC MOVEMENT IN FRANCE, WITH SPECIAL REFERENCE TO LYRIC POETRY. Prerequisite, French IV. Two hours a week, first semester.

(b) THE REALISTIC METHOD OF HONORÉ DE BALZAC. Two hours a week, second semester.

(Given in 1916-17; not given in 1917-18.)

VII. ADVANCED SYNTAX AND COMPOSITION. Prerequisite, French III. One hour a week through the year.

VIII. ADVANCED PHONETICS. Prerequisite, French III. One hour a week through the year.

(Not given in 1917-18.)

## ITALIAN

PROFESSOR WORTHINGTON

I. ELEMENTARY ITALIAN. Grandgent, *Italian Grammar* (Heath); Wilkins and Altrocchi, *Italian Short Stories* (Heath); Manzoni, *I Promessi Sposi* (Heath);

Goldoni, *Il vero Amico* (Heath). This course presupposes a knowledge of Latin and French. Three hours a week through the year.

(Given in 1916-17; not given in 1917-18.)

II. ADVANCED ITALIAN. Grandgent, *Italian Composition* (Heath); Dante, *Divina Commedia* (Heath); Petrarch, *Il Canzoniere* (Hoepli); Edgren, *Italian Dictionary* (Holt); Garnett, *History of Italian Literature* (Appleton). Three hours a week through the year.

## SPANISH

PROFESSOR WORTHINGTON

I. ELEMENTARY SPANISH. Hills and Ford, *Spanish Grammar* (Heath); Hills, *Spanish Tales for Beginners* (Holt); Carrion y Aza, *Zaragüeta* (Silver, Burdett); Alarcón, *El Capitán Veneno* (Heath); Galdós, *Doña Perfecta* (Amer. Book Co.). This course presupposes a knowledge of Latin and French. Three hours a week through the year.

II. ADVANCED SPANISH. (Not given in 1917-18; course to be outlined for 1918-19.) Three hours a week through the year.

## GERMAN

MISS KUTZNER

I. Gronow's *Jung Deutschland*, Thomas's *Practical German Grammar*. Readings: *Immensee*; *Lebrecht Hühnchen*; *Wilhelm Tell*. Three hours a week through the year.

II. READINGS: Lessing's *Minna von Barnhelm*; Goethe's *Hermann und Dorothea*; Schiller's *Jungfrau von Orleans*; Freytag's *Karl der Grosse* and *Aus dem Klosterleben*; Whitney and Stroebe's *German Composition*. Prerequisite, German I or two units at entrance. Three hours a week through the year.

III. The aim of this course is twofold: to give students facility in reading German classics and to develop in them an appreciation of German literature. Prerequisite, German II or three units at entrance. Readings: Wenckebach's *Meisterwerke des Mittelalters*; Lessing's *Emilia Galotti*; Schiller's *Kabale und Liebe*; Goethe's *Werther*; Bernhardt's *Deutsche Litteraturgeschichte*; Prose Composition and Syntax. Prerequisite, German II or three units at entrance. Three hours a week through the year.

IV. LITERATURE OF THE NINETEENTH CENTURY.

(a) The Romantic Movement. Readings: Heinrich von Ofterdingen; selected studies from Eichendorf, Fouqué, Chamisso, Brentano, Arnim, Immermann and Heine; the Fate Dramatists, Werner and Müllner; Kleist's *Der Prinz von Homburg*; Grillparzer's *Die Ahnfrau* and *Sappho*.

(b) Later Currents in Drama and Novel of the Nineteenth Century. Witkowski's *Die Entwicklung der deutschen Literatur seit 1830*. Readings from Hebbel, Ludwig, Storm, Keller, Heyse, Meyer, Scheffel, Freytag, Raabe, Spielhagen, Hauptmann and Sudermann. Prerequisite, German III.

Three hours a week through the year.

**V. LITERATURE OF THE EIGHTEENTH CENTURY.**

Scherer's *Geschichte der deutschen Litteratur*, chapters X and XI; *Backgrounds of the Drama*, Gottsched; Klopstock's *Messias* and *Odes*; Lessing's *Nathan der Weise*, *Laokoon*, and *Hamburgische Dramaturgie*; Wieland and Herder. Prerequisite, German III. Three hours a week through the year.

**VI. (a) STUDY OF GOETHE AND SCHILLER.****(b) GERMAN NOVEL SINCE 1870.**

Three hours a week through the year. Prerequisite, German IV or V.

**VII. (a) MIDDLE HIGH GERMAN.** Paul's *Mittelhochdeutsche Grammatik*. Readings from the *Nibelungenlied* and *Gudrun*; Hartmann von Aue's *Gregorius*; Dietrich Schernberg's *Spiel von Frau Jutten*.

**(b) HISTORY OF THE DEVELOPMENT OF THE GERMAN LANGUAGE.**

Open to students who have completed German IV, V, or VI.

**LATIN****ASSOCIATE PROFESSOR FRASER**

**I.** Livy, *Books 21-22* (abridged edition); Terence, *Phormio*; *Rome and Carthage*, R. B. Smith; Horace, selections from *Odes and Epodes*; Latin Writing. Three hours a week, one year.

**II.** Mackail's *Latin Literature*. Selections from Ovid, Tibullus, Propertius, Catullus. Horace, *Satires* and *Epistles*. Three hours a week, one year.

III. Plautus's *Captivi*; Terence's *Andria*; Lucretius's *De Rerum Natura*; Mackail's *History of Latin Literature*. Three hours a week, one year. Given alternately with Course IV.

IV. Pliny's *Letters*; Juvenal; Martial; Tacitus's *Annals*; Capes's *Early Empire*. Three hours a week, one year. Given alternately with Course III. Both are junior and senior electives.

V. LATIN COMPOSITION. One hour a week, one year. Junior and senior elective.

VI. ROMAN LIFE AND ART. A study of the topography and buildings of ancient Rome; the Roman house and furniture, family life, education, religion, occupations and amusements. Lectures, lantern slides, and assigned reading. A knowledge of Latin not essential. Two hours a week, one year.

## HISTORY AND ECONOMICS

ASSOCIATE PROFESSOR SPARROW  
MISS COLLINS

I. GENERAL EUROPEAN HISTORY. This course includes the general movements of European history from the fall of Rome to the present day. It covers, in the first semester, the development of the chief institutions of the Middle Ages, such as feudalism, the church, the mediæval empire; and is followed in the second semester by a study of the Renaissance, the Reformation, the religious and political wars, and the development of democracy. Three hours a week, one year. Required in the freshman year of all courses.

**II. HISTORY OF THE RENAISSANCE.** This course contains, first, the political history of Europe during the fourteenth and fifteenth centuries with the quickened life of the people as it manifested itself in arts, letters, science and discovery. Second, it covers the Reformation and the Reaction. This course presupposes Course I. Three hours a week, one year.

**III. HISTORY OF THE UNITED STATES FROM 1787 TO THE PRESENT DAY.** A study of the making and development of the Constitution of the United States, with special reference to the social and economic forces which shaped party government, and influenced the interpretation of the Constitution. Three hours a week, one year. Junior and senior elective.

**IV. EUROPEAN HISTORY—NINETEENTH CENTURY AND AFTER.** The aim of this course is to give an understanding of present-day conditions and problems. It takes up, first, the inheritance of the nineteenth century, in science, economic and political ideas. It covers the industrial and political development of Europe during the nineteenth century; and includes a study of socialism, emigration and colonial acquisition and government. Three hours a week, one year. Junior and senior elective.

This course alternates with Course III. It is not given in 1917-18.

**V. HISTORY OF GREEK CIVILIZATION.** The aim of this course is to trace the rise and fall of the Greek City-State from the Homeric Age to Alexander the Great. To show how, through the conquests of Alexander, Western Asia and Egypt were Hellenized, and Greek culture

and art handed on to the Roman world. The study is based largely upon the source material found in translations of the Greek historians and poets. Two hours a week, one year.

**VI. HISTORY OF ROME.** This course is designed to be complementary to Course VI (Roman Life and Literature) under Latin. Being a one-hour course, it will be mainly a lecture course accompanied by extensive collateral readings in Mommsen, Bury, and other authorities on Roman history. One hour a week, one year.

### VII. ECONOMICS.

(a) Elements of Economics. This course deals with general economic theory, and aims to give some training in economic reasoning. Three hours a week, first semester.

(b) Economic Institutions. The organization of modern industry is studied, with special reference to money, credit, labor unions, tariff, corporations, and trusts. Three hours a week, second semester. Junior and senior elective.

## MATHEMATICS

ASSOCIATE PROFESSOR MORENUS

I. (a) SOLID GEOMETRY. Three hours a week, one semester.

(b) ALGEBRA AND PLANE TRIGONOMETRY. Three hours a week, one semester.

**NOTE.**—Those who have completed in preparatory schools a course in Solid Geometry may, with the permission of the head of the department, substitute II for

I (a). Those who have also completed a satisfactory course in Plane Trigonometry may take III instead of I (a) and (b). Credit for either I (a) or I (b), taken in preparatory schools, is given only on examination.

II. ALGEBRA, including the progressions, permutations and combinations, undetermined co-efficients, the elementary treatment of infinite series, the binomial theorem for fractional and negative exponents, theory of logarithms, determinants, elementary theory of equations. Open to all who have fulfilled the entrance requirements in Algebra. Three hours a week, one semester.

III. PLANE ANALYTIC GEOMETRY, WITH AN INTRODUCTION TO SOLID ANALYTIC GEOMETRY. Three hours a week through the year. Prerequisite, Course I.

IV. DIFFERENTIAL AND INTEGRAL CALCULUS. Three hours a week through the year. Prerequisites, Courses I and III.

V. PROJECTIVE GEOMETRY. Three hours a week, one semester. Prerequisites, Courses I and III.

VI. DIFFERENTIAL EQUATIONS. Three hours a week for one semester or two semesters. Prerequisites, Courses I, III and IV.

#### VII. ANALYTIC MECHANICS.

(a) STATICS. Three hours a week, one semester. Prerequisites, Courses I and III.

(b) DYNAMICS. Three hours a week, one semester. Prerequisites, Courses I, III and IV.

This course may be taken parallel with the second semester of IV.

**CHEMISTRY AND PHYSICS**

ASSOCIATE PROFESSOR NEUFFER  
INSTRUCTOR \_\_\_\_\_\*

I. GENERAL INORGANIC CHEMISTRY. A course designed to give the student a definite conception of the fundamental laws of chemistry; it furnishes a survey of the important facts concerning the chemistry of the metals and non-metals and their compounds. Three class periods and two two-hour laboratory periods a week, one year.

II (a) QUALITATIVE ANALYSIS. A study of the principles and practices of qualitative analysis. Emphasis is laid upon the application of the laws of chemical equilibrium, and the theories of solution, and of electrolytic dissociation to the practical problem of the analyst. Prerequisite, Chemistry I. Three class periods and two three-hour laboratory periods a week, first semester.

II. (b) QUANTITATIVE ANALYSIS. An introductory course in gravimetric and volumetric analysis. Prerequisite, Chemistry II (a). One class period and two three-hour laboratory periods a week, second semester.

III. ORGANIC CHEMISTRY. A study of the chief classes of organic compounds of the aliphatic and aromatic series. Prerequisite, Chemistry I. Three class periods and two three-hour laboratory periods a week, one year.

IV. ADVANCED INORGANIC CHEMISTRY. A study of the rare elements, peroxides, complex salts, hydrates and

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\*To be appointed.

molecular compounds; recent theories of inorganic chemistry, including colloids; radioactivity; the electron; valence; structure, and coördination theories; the periodic system. Prerequisites, Chemistry II (a), II (b), and III. Two class periods and two three-hour laboratory periods a week, one year.

Courses IV and V will be given in alternate years.

**V. ADVANCED ORGANIC CHEMISTRY.** A study of the principles and practices of organic chemistry as applied to important classes of organic compounds, including coal-tar dyes, carbohydrates, alkaloids, terpenes, uric acid derivatives, and ptomaines; special topics, including tautomerism, stereoisomerism, and the electron theory applied to organic compounds. Prerequisites, Chemistry II (a), II (b), and III. Two class periods and two three-hour laboratory periods a week, one year.

Courses V and IV will be given in alternate years.

**VI. (a) APPLIED CHEMISTRY.** A course including the chemistry and analysis of foods; ore, soil, and water analysis; dyeing processes. Prerequisites, Chemistry II (a), II (b), and III. Two class periods and two three-hour laboratory periods a week, first semester.

**VI. (b) BIO-CHEMISTRY.** The course includes a preliminary study of such substances as fats, carbohydrates, and proteins; a study of such physiological chemical processes as the action of enzymes, salivary, gastric and pancreatic digestion; metabolism; determination of normal and pathological constituents of urine; the problems of dietetics. Prerequisites, Chemistry II (a), II (b), and III. Three class periods and two three-hour laboratory periods a week, second semester.

VII. HISTORY OF CHEMISTRY. A study of the classical memoirs of the Greek philosophers, the tenets of the alchemists, and the researches of the past century which have developed the atomic, structure, and valence theories of modern chemistry. Prerequisites, Chemistry II (a), II (b), and III. Three class periods a week, one semester.

Arranged to correlate with Biology III.

GENERAL PHYSICS. A course covering the fundamental principles of mechanics, sound, heat, light, electricity and magnetism. Three class periods and two two-hour laboratory periods a week, one year.

## BIOLOGY

ASSOCIATE PROFESSOR HOWLAND  
MISS FISK

I. GENERAL BIOLOGY. The aims of this course are to give the student a comprehensive view of the general principles and fundamental facts of Biology, and to train her to keen observation, accurate investigation, and independent judgment. Lectures and text-books present questions of biologic importance, such as ecology, evolution, and heredity, and also deal with the general characters and relationships of the various forms studied. Common forms from both plant and animal kingdoms are chosen for study in laboratory and field, as a basis for the clear understanding of the elementary principles of morphology, physiology, histology and embryology. Lectures, three hours a week; laboratory, four hours; one year.

**II. BIOLOGICAL TECHNIQUE.** Prerequisite, Biology I.

I. This course is designed for those desiring advanced work in biology, and for prospective teachers of biology. It deals with the most important methods of collection, culture, preservation and preparation of material needed for courses in biology. Laboratory course, nine hours a week, one year.

**III. HISTORICAL BIOLOGY.** Prerequisite, Biology I. This course presents a brief survey of the growth of scientific thought and development of biologic sciences from the Greek Epoch down to modern times. Lecture and library course, three hours a week, one semester.

## ZOOLOGY

**I. INVERTEBRATE ZoöLOGY.** Prerequisite, Biology I, except by special arrangement. In this course a comparative study of the main phyla is made, approached by means of laboratory work upon selected representatives. The lectures comprise a survey of the various phyla, and are supplemented by the study of some standard text. Lectures, three hours a week; laboratory, four hours; one year; elective.

**II. ANIMAL HISTOLOGY.** Prerequisites, Biology I and Zoölogy I, or Botany I. This course deals with the microscopic study of animal tissues, and is especially designed for prospective medical students. Some practice in the histological preparation of tissues is obtained. Laboratory, eight hours; lecture, one hour; one semester.

**III. EMBRYOLOGY.** Prerequisite, Zoölogy II. This course will include a brief study of the embryological development of several invertebrate types, as well as the frog, chick and rabbit.

**BOTANY**

I. GENERAL BOTANY. This course treats of plant structures, the relation of plants to their environment, and plant physiology. A comparative study is made of the morphology of the main plant groups and the evolution of the plant kingdom. The laboratory studies are accompanied by field work. Lectures, three hours a week; laboratory, four hours; one year. Sophomore elective.

II. TAXONOMY. Prerequisite, Botany I. In the first semester this course deals with the natural history of the Cryptogams. A study is made of the structure and classification of the Algæ, Lichens, Liverworts, Mosses, and Ferns. Practical experience is gained in the collection, determination and preservation of these plants. The taxonomy of the Phanerogams is treated in the second semester. The course aims to give the student independence in the determination of the flowering plants in any region by the use of manuals and keys. A study is made of our common trees in their winter and their summer aspects. When possible, the laboratory work will be conducted in the field. Lectures, three hours a week; laboratory and field work, four hours; one year. Either group may be taken as a semester course.

III. ECOLOGY AND GEOGRAPHICAL DISTRIBUTION. Prerequisite, Botany I. This course treats of plants in relation to their environment. The ecology of plant structure and behavior is considered. The work includes a study of plant associations and the various factors

which influence their distribution. Lectures, three hours a week; laboratory and field work, four hours; one semester.

**IV. HORTICULTURE AND LANDSCAPE GARDENING.** Prerequisite, Botany I. This course aims to give a knowledge of cultivated plants, their habit and culture, and to apply this knowledge to the general principles of landscape architecture and gardening. The lectures on propagation and culture are supplemented by practical garden work. Lectures, three hours a week; laboratory and field work, four hours; one semester.

Botany II alternates with Botany III and IV.

**V. HISTOLOGY AND EMBRYOLOGY.** Prerequisite, Botany I. This course includes a detailed study of all structure and division, and a comparative study of plant tissues and organs. The problems of evolution and variation are discussed. Considerable practice is given in the technique of histological and cytological preparations. Lectures, three hours; laboratory, four hours; one year.

## PSYCHOLOGY

ASSOCIATE PROFESSOR SIMRALL

**I. PSYCHOLOGY.** An elementary course in general principles. Text-book work, collateral reading and simple experiments. Required in junior or senior year. Three hours, one year.

**II. EXPERIMENTAL PSYCHOLOGY.** An introductory laboratory course. Experiments in sensation, attention, perception, memory processes. Four hours of laboratory work with one hour of lecture or recitation. Prerequisite, Course I. Three hours, first semester.

**III. EDUCATIONAL PSYCHOLOGY.** A course designed especially for those intending to teach. Education, its meaning and aims; relation of education to psychology; the psychology of learning. Prerequisite, Course I. Three hours, second semester.

**IV. ETHICS.** A study of the conditions and ideals of human conduct as embodied in social life and individual behavior. Open to juniors and seniors. Two hours, one year.

### **HOME ECONOMICS**

**ASSOCIATE PROFESSOR PRYOR**

**I. NUTRITION AND ELEMENTARY COOKERY.** This course comprises a study of foods on the basis of the food principles. It takes up their production, manufacture, adulterations, costs, care in the home, and nutritive value. The laboratory work is closely connected with the lectures. It includes the chemical and physical properties and the biological relations of the food principles, their application in the preparation of foods, the planning of dietaries and the serving of meals. Two periods a week, lectures; six periods a week, laboratory. Open only to students who have completed Chemistry I. Sophomore elective.

**II. MENU PLANNING AND ADVANCED COOKERY.** Prerequisites, Chemistry I, or its equivalent, Home Economics I. This course is a continuation of Home Economics I. More complex dishes and a greater variety of combinations are prepared and served. Each student is responsible for the marketing, preparation and serving of a luncheon. The lectures include the study of the

processes involved in the preparation, storage and handling of the staple foods as found in the market; food legislation and inspection; demand and supply, and the responsibility of the buyer. Two periods a week, lectures; six periods a week, laboratory.

## DEPARTMENT OF PHYSICAL EDUCATION

PROFESSOR HARLEY, M. D.  
MISS GUION

I. HYGIENE. A practical course in the structure and development of the body with a view of inspiring greater respect and care for the mechanism. The influence of good and bad environment on health. Diet, clothing, exercise, sleep, emergencies. One hour a week for one year. Required of all freshmen.

### II. PHYSIOLOGY AND SANITATION.

(a) Physiology of nutrition, the nervous system, the ductless glands. Three hours a week for one semester. Prerequisite, one year of biology and chemistry.

(b) Home and municipal sanitation, educational hygiene, child nurture, neighborhood work, first aid, contagious diseases. Three hours a week for one semester. Prerequisite, first semester of physiology.

### PHYSICAL TRAINING.

I. (a) Swedish drill and apparatus work. Two hours a week during winter term.

I. (b) Corrective gymnastics designed to meet the needs of individual cases. Twice a week during the winter term. Course I required of all freshmen.

II. OUTDOOR SPORTS. Basket-ball, baseball, tennis, hockey, and swimming. Two hours a week during fall and spring terms. Required of all sophomores.

III. DANCING. Folk and aesthetic dancing. One hour a week during winter and spring terms. Elective for all students.

## MUSIC

### MISS YOUNG

MISS CRAWFORD

MISS HULL

MISS HUTTER

MISS GARDNER

### THEORETICAL AND HISTORICAL COURSES.

I. THEORY OF MUSIC. This course includes a thorough study of notation, rhythm, scales, intervals, elementary harmony and analysis. Ear training and keyboard exercises. One hour a week, one year. Will count towards the B. A. degree as a sophomore elective. Open to special students.

II. HARMONY. Chords, harmonizing of melodies, cadencies, dissonances, sequences, non-harmonic tones, organ point, altered chords, modulation. Two hours a week, one year. Open to all who have completed Course I. Will count towards the B. A. degree as junior and senior elective. Open to special students.

III. This course extends from the beginning of the study of notation through the formation and connection of chords, harmonization of melodies, use of non-harmonic tones, and modulation. It aims to give a thorough familiarity with tonalities and part writing. Three hours a week, one year. Sophomore, junior and senior elective. Open to special students.

IV. COUNTERPOINT. Three hours a week, one semester. Open to all who have completed the course in Harmony. Will count toward the A. B. degree.

V. ANALYSIS AND FREE COMPOSITION IN SMALL FORMS. Three hours a week, one semester. Open to all who have completed Course IV. Will count toward the A. B. degree.

Not given in 1916-17.

VI. HISTORY OF MUSIC. Music of the ancients, early church music, the polyphonic schools, rise of homophony, transition to modern tonality, and general history to the period of the great masters. Study of the classic, romantic and modern schools of composition, history of instruments and the lives of the great composers with practical illustrations from their works. Two hours a week, one year. Junior and senior elective. Open to special students.

MUSICAL APPRECIATION. This course, which is open to all students and requires no previous musical knowledge, aims to give a general comprehension of music such as will enable the hearer to listen intelligently. It includes an explanation of thematic development; ear training in harmonic perception; description of the principal musical forms, of present-day instruments and the orchestra; a general view of folk and church music, song, oratorio and opera, illustrated by works of representative composers. One hour a week, one year. Does not count towards the A. B. degree.

#### PRACTICAL COURSES.

COLLEGIATE COURSE IN INTERPRETATIVE PIANOFORTE PLAYING. No student will be admitted to this course

unless she has satisfied the entrance conditions. To do this she must be able to play, with due regard to the musical content, the Two-part Inventions of Bach, Haydn Sonata in D major (Peters ed. No. 7), and such pieces as Schubert's "Moments Musicaux," op. 94, No. 2, or Impromptu, op. 142, in A flat, together with correct treatment of the keyboard and pedaling; also in passage work a metronome speed of four notes to 100. The student must also be able to read at sight. Equivalents of the above-mentioned pieces may be offered with the approval of the Director.

I. This course follows chronologically and technically work done to meet the entrance requirements and will include: Bach Three-part Inventions, sonatas by Haydn, Mozart, and Beethoven, smaller compositions of Schumann, Chopin, and modern composers, some ensemble work as well as technique and studies adapted to individual needs. In supplementary class work the student will study musical acoustics, the orchestra and its instruments, ear training. No credit will be given for this course unless taken in connection with theoretical Courses I or III. Sophomore elective. Open to special students. Two hours throughout the year.

II. The course for the second year will include a study of the suites of Bach and Händel, sonatas of Beethoven, concertos of Mozart and Mendelssohn, and selections from the Romantic and Modern schools of composition. Co-related work in technique, analysis of compositions. Two hours throughout the year if taken in connection with Theoretical Course II.

III. In the third year Preludes and Fugues of Bach will be studied, larger works of Schumann, Chopin, Brahms, Grieg, etc., together with compositions of the modern Russian and French schools, study of musical forms. Two hours throughout the year if taken in connection with Theoretical Course VI.

PIANOFORTE. Systematic training is given in thoroughly modern methods of technique and tone production, studies and instructive works suitable to the requirements of the individual pupil being used. Though the importance of technical proficiency is fully recognized, the main object of this course is to bring the student into sympathetic contact with the best music and to impart a broad and educative knowledge of the best literature for the pianoforte.

VOICE CULTURE. The course in solo singing will include control of the breath, correct placement and building of the voice, enunciation, a graded course of vocalises, songs by classic and modern writers, and arias.

CHORAL SINGING. Two courses in chorus work are offered:

- (a) For students who have had no previous training.
- (b) Glee club work, for students able to read at sight and having suitable voices.

VIOLIN. The course in violin consists of systematic grading of technical work, largely based upon the Sevcik principle of teaching; it embraces standard solos and ensemble work of classic and modern schools.

Students who play orchestral instruments will have the advantage of membership in the Sweet Briar orchestra.

Recitals are given by the faculty and students of the music department; also by visiting artists of repute.

## ART

### (a) HISTORICAL COURSES

MISS McLAWS

I. OUTLINE COURSE IN THE HISTORY OF ART. This course seeks, through various forms of art expression, to give an understanding of the ideals, activities, and results of the lives of peoples in the evolution of civilization. It also gives an appreciation of the meaning and effect of the Renaissance on modern life. It studies Ancient, Mediæval, Renaissance and Modern Art. Three hours a week, one year. Sophomore or junior elective.

II. HISTORY OF PAINTING. A critical study of the technique, subjects, composition and historical relations of the great painters of Italy, France, Spain, the Netherlands, Holland, Germany, England and the United States. Three hours a week, one year. Open to those who have completed Course I.

### (b) PRACTICAL COURSES

III. ELEMENTARY DRAWING AND COLOR COURSE. Drawing and sketching in pencil, charcoal and color from nature, life, cast and still life.

This course aims to see and represent things pictorially for form, line, color and composition. Qualified students may work in oil.

IV. DESIGN AND APPLIED COURSE. The theory of harmony in color, form and material is developed by a

logical sequence of problems dealing with pictorial composition, design and applications to block-printing, stenciling, clay and other mediums of expression.

V. INTERIOR DECORATION.

- (a) THE THEORY OF HARMONY IN COLOR.
- (b) FURNISHINGS AND FINISHINGS.
- (c) ORNAMENTS AND DECORATIVE MATERIAL.

This section of the course deals with the finishing of interior woodwork of one's home, the choice and treatment of walls, the selection and placing of furniture and rugs, the choice and arrangement of pictures, with their frames, all bric-a-brac and other material connected with house furnishing.

VI. Commercial Advertising.

VII. Jewelry and simple flat metal course.

**LECTURE AND CONCERT COURSE 1916-1917****LECTURERS**

President Henry Noble MacCracken: "The Share of America in World Literature."

Professor John A. Lomax: "Cowboy Ballads."

Miss Helen F. Young: "Romantic Music and Musicians."

Miss Elizabeth E. Lee: "Some Beautiful Gardens."

Professor Charles Zublin: "The United States, Pace-Maker or Peace-Maker."

Madame E. Guérin: "Marie Antoinette and Her Times."

**ARTISTS ON THE CONCERT COURSE**

Mr. Winston Wilkinson, violinist.

Madame Germaine Schnitzer, pianist.

Mrs. Edward MacDowell, lecturer and pianist.

Madame van der Veer, contralto.

Mr. Reed Miller, tenor.

**LECTURERS FOR CURRENT EVENTS CLUB**

Mr. Leon R. Whipple: "The Modern Newspaper."

Mr. Alfred Chandler: "Single Tax."

Dr. Raymond Beasley: "Experiences in an English War Hospital."

Miss Julia Lathrop: "Child Labor."

**LECTURERS FOR SCIENCE CLUB**

Dr. William A. Kepner: "The Place of Science in Life."

Dr. Leonora Neuffer: "Colloids."

## GENERAL INFORMATION

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### EXPENSES FOR THE YEAR

Checks should be made payable to Sweet Briar Institute.

Tuition .....	\$150.00
Board, room, laundry .....	325.00
Lecture and Church dues.....	10.00
Infirmary fee .....	10.00
Contingent fee .....	5.00

#### Extra charges.

For single room or share in suite.....	50.00
Fee for each course in laboratory science.....	10.00
Diploma .....	5.00
Art .....	75.00

#### Music.

Music, piano, tuition from Director.....	125.00
"    "    "    "    Instructor .....	90.00
"    use of piano for practice.....	15.00
"    vocal .....	90.00
"    use of piano for vocal practice.....	10.00
"    violin .....	90.00
"    use of room for violin practice.....	5.00

*Of the above charges the sum of two hundred and seventy-two dollars and fifty cents is payable at entrance. One-half of any extra charge for the year is also due at entrance. The remainder is due February first, at which time a bill will be rendered.*

At the time of application for admission a fee of ten dollars must be deposited by each student to secure a

room. This fee will be deducted from the first payment. It will be forfeited in case of withdrawal unless notice of such withdrawal is given before August fifteenth of the year for which application is made.

**LAUNDRY.**—Eighteen pieces are allowed weekly. All above this amount are charged for at regular rates.

**INFIRMARY.**—The charge for infirmary fee includes all attention from the physician, medicines and dressings, and two weeks in the infirmary where extra nursing is not required. In case of serious or contagious illness where a special nurse is required, the cost of the nurse and the nurse's board is charged to the student. In case a student is in the infirmary for a total length of time exceeding two weeks, even though any one visit is less than two weeks, the extra time will be charged for at the rate of \$1.50 a day.

**CONTINGENT FEE.**—This fee provides for library fines and for damage to rooms or furniture. Any amount unexpended will be refunded at the end of the year.

**BOOKS AND STATIONERY.**—Books and stationery may be obtained from the Students' Book Shop. A deposit of \$15.00 for the first semester and \$5.00 for the second semester must be made with the *Book Shop* to cover the cost of books. Any balance will be returned in June. No books will be ordered without the deposit. Checks should be made payable to the Students' Book Shop. The management of the Book Shop is entirely separate from the college.

**GUESTS.**—A charge at the rate of two dollars and a quarter a day is made for guests who stay at the college.

As the accommodations for guests are limited, arrangements for their reception must be made in advance with the superintendent of the housekeeping department.

Guests may not be lodged in the dormitories.

Guests can not be accommodated at the college for more than a few days at a time.

**RECESS AND OTHER CHARGES.**—A charge of two dollars a day or ten dollars a week is made for students and all other persons who remain at the college during the Christmas and spring recess.

An extra charge is made for meals sent to rooms.

### **DEDUCTIONS AND REFUNDS**

No deduction will be made from payments for tuition except tuition in music.

No deduction or refund of any kind will be made unless the absence of the student, delay in arriving or withdrawal, is for reasons meeting the approval of the President of the College. In such cases a deduction or refund at the rate of thirty dollars a month will be made for board, and at the rate of eight dollars per month for music, either vocal or instrumental. This deduction is reckoned from the time the formal notice of withdrawal is received. The periods of Christmas or spring vacation are not included in reckoning a refund.

### **SCHOLARSHIPS AND STUDENTS' AID**

In accordance with the wish of the founder of the college, Mrs. Indiana Fletcher Williams, ten scholarships of the value of one hundred and fifty dollars each are given on the recommendation of the President to such applicants as are deemed worthy.

The proceeds of the Tea Room and the Book Shop have been invested and the interest furnishes a limited number of scholarships.

A few remunerative positions are open in the college for students desiring such opportunities.

### EQUIPMENT

**LOCATION.**—Sweet Briar College is located in the Piedmont section of Virginia, twelve miles north of Lynchburg and one hundred and sixty-three miles south of Washington on the main line of the Southern Railroad. See map on page 79.

**GROUNDS.**—The college grounds consist of about three thousand acres. The campus, with its green lawns, its ancient woodlands, its gardens and meadows, gives ample opportunity for the most extensive sports and exercise. A pleasant lake affords boating and swimming in the fall and spring; and skating in winter. The athletic field provides for hockey, basket-ball and tennis. The unusual extent and beauty of the campus and the charm of the surrounding Blue Ridge Mountains make riding, driving and cross-country walking particularly popular with the students.

A large farm and dairy supply the college with fruits, vegetables, cream and milk.

**BUILDINGS.**—The present college buildings have been erected in accordance with a plan for a group of sixteen buildings. These buildings, of a uniform style of architecture, are to be connected by arcades. The plan pro-

vides for two quadrangles: one containing eight dormitories, a refectory, a chapel, and a gymnasium; the other, the academic building, the art building, the library, the science hall and the industrial building. Of these buildings, five dormitories and the academic building have been erected.

Sweet Briar House, the beautiful old Virginia home-stead of the founder of the college, is now the President's house and contains the administrative offices.

In addition, there are four other houses—residences of the professors—a steam laundry, a cold-storage plant, a creamery, a power-house, and a building containing the Tea Room and Book Store.

All of the buildings are heated by steam and lighted by electricity.

The dormitories have every modern convenience, including shower-baths, and are comfortably and attractively furnished. They contain single rooms, double rooms and suites, and each dormitory has its own reception-room.

The academic building contains large and well-lighted classrooms, an art studio, and the science laboratories. At present the library is housed in the academic building. It consists of about six thousand well-selected volumes in addition to the general reference books and magazine files. The reading-room supplies the leading papers and periodicals.

The assembly hall, in which religious services and all public exercises are held, is a large admirably lighted room seating four hundred persons.

The gymnasium, located in Grammer Hall, is equipped with modern apparatus.

## HEALTH

A physician of excellent training and experience resides on the campus. She makes a thorough physical examination of every student who enters college, supervises the health of the students and the general living conditions of the college.

The infirmary comprises four bright, pleasant rooms and is under the management of a resident nurse. Special attention is paid to the infirmary diet. The physician's suite and the room of the nurse are connected with the infirmary.

Owing to the unexcelled opportunities for out-of-door life, the exceptionally fine climate and a pure water supply, the health of the students is unusually good, and many who can not successfully complete their college courses in a more rigorous climate and under more confining conditions can do their work at Sweet Briar with a steady improvement in health.

## RELIGIOUS LIFE AND SERVICES

While strictly non-sectarian, the college emphasizes the fundamental principles of Christianity. Daily religious exercises and Sunday services are held in the chapel. Attendance is required at the daily and Sunday services.

Voluntary Bible classes are organized among the students in addition to the regular courses offered in the curriculum.

A branch of the Young Women's Christian Association has charge of the Sunday evening services and has organized and actively directs practical social work at Sweet Briar.

A resident chaplain conducts the various services and devotes his time to furthering the religious life of the college. Visiting ministers of various denominations frequently conduct the Sunday services.

### **GOVERNMENT**

The discipline of the college is educative in character and rests largely in the hands of the Student Government Association in conjunction with the College Council. The College Council is composed of three representatives from the faculty, the president of the Student Government Association and a representative from each of the classes.

Every freshman is assigned to a member of the faculty who acts as adviser in classification and in matters that concern the welfare of the student. The same adviser is continued throughout the sophomore year.

The honor system obtains at the college and all tests and examinations are given under this system. Any violation of its requirements constitutes an offense of great seriousness.

### **MISCELLANEOUS**

The Sweet Briar omnibus runs between the college buildings and the station and meets regularly all local trains. Persons expecting to arrive or depart on other trains should notify the Business Manager.

The college may be reached directly by wire or by long-distance telephone.

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Catalogues of Sweet Briar Academy, a preparatory school connected with the college, will be sent upon application.

### **GENERAL REGULATIONS**

At the close of each recess every student is expected to be at the college at the time specified. In case of unavoidable detention she must notify the President before the close of the recess, and after her return she must present the reasons for the delay to the faculty.

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Every student must supply her own soap and towels and an extra blanket or comfort.

All garments sent to the laundry must be marked with Cash's woven names.

**STUDENTS****SENIORS**

Bissell, Mary Elwell.....	Cleveland, Ohio
Crump, Henrietta Beverley .....	Richmond, Virginia
Darden, Martha Virginia .....	Suffolk, Virginia
Henderson, Jane .....	Bellevue, Virginia
Lloyd, Rachel May .....	Toledo, Ohio
McIlravy, Ruth Alice.....	Tarrytown, New York
Pfister, Bertha.....	Amherst, Virginia
Sandmeyer, Virginia .....	Houston, Texas
Skillern, Inez .....	Boise, Idaho
Steele, Genie Morgan .....	Columbus, Mississippi
Whitehead, Mary Louise.....	Amherst, Virginia

**JUNIORS**

Barkalow, Vivienne .....	Denver, Colorado
Bowers, Illoe .....	Kirklin, Indiana
Carroll, Cornelia Dotterer .....	Clarksdale, Mississippi
Case, Louise .....	East Cleveland, Ohio
Fitz-Hugh, Janetta .....	Charlottesville, Virginia
Gibbon, Corinne .....	Charlotte, North Carolina
Hicks, Marion Antoinette .....	Talladega, Alabama
Kintzing, Gertrude .....	Hanover, Pennsylvania
Lowman, Elizabeth .....	Lowman, New York
McVey, Margaret .....	Richmond, Virginia
Martin, Marianne .....	Norfolk, Virginia
Pratt, Jane C. .....	Highland, New York
Reed, Mary S. ....	New York City
Seaver, Charlotte de Beaumont.....	Cleveland, Ohio
Smith, Eleanor Ramsey .....	Newark, New Jersey
Sollitt, Elanette .....	Chicago, Illinois
Turk, Esther Cornwall .....	Geneva, New York
Walker, Ida T. ....	Louisville, Kentucky

**SOPHOMORES**

Block, Katharine D. ....	Caldwell, New Jersey
Eggleston, Elizabeth .....	Blacksburg, Virginia

Freeman, Florence Stuyvesant	Mount Vernon, New York
Gilmore, Delia-May	Chicago, Illinois
Gilmore, Rosanne	Dayton, Ohio
Guggenheimer, Cilla	Lynchburg, Virginia
Hammond, Louise S.	Covington, Virginia
Johnson, Doris	Cincinnati, Ohio
Luke, Isabel	Covington, Virginia
McLaren, Gertrude Irene	Lake Forest, Illinois
Meek, Mildred	Houston, Texas
Neal, Dorothy	Boise, Idaho
Payne, Josephine	Covington, Virginia
Raney, Mary Heath	Lawrenceville, Virginia
Reed, Margaret	Milwaukee, Wisconsin
Sharpe, Caroline Johnston	Wilkes-Barre, Pennsylvania
Thomson, Mildred Quarles	Norfolk, Virginia
Tietig, Doris	Cincinnati, Ohio
Towne, Catherine Bell	Evanston, Illinois
Valentine, Dorothy	Montclair, New Jersey
Wallace, Dorothy Elizabeth	Veedersburg, Indiana
Wild, Hannah Frances	Indianapolis, Indiana
Wood, Isabel Hedges	Charlottesville, Virginia

**FRESHMEN**

Ball, Geraldine	Tampa, Florida
Barry, Myrel	Idaho Falls, Idaho
Bigger, Madeline Russell	Richmond, Virginia
Bishop, Helen	Logansport, Indiana
Case, Helen R.	Trenton, New Jersey
Crabbs, Mary Virginia	Crawfordsville, Indiana
Dowden, Florence	Fairmont, West Virginia
Freiberg, Caroline P.	Cincinnati, Ohio
Guilbert, Julia R.	Ashland, Virginia
Guthrie, Helen Mar	Mattoon, Illinois
Hammond, Mattie D.	Covington, Virginia
Hanna, Isabelle	Cambridge, Maryland
Hanna, Nancy Pringle	Washington, D. C.
Hatton, Mary Watts	Portsmouth, Virginia
Hicks, Alleine	Oxford, North Carolina

Hogans, Clara Dorothy .....	Oak Park, Illinois
Hogg, Mary Caroline .....	Pittsburgh, Pennsylvania
Hulburd, Ruth Mary.....	Cleveland, Ohio
Johns, Mary Wharton.....	Austin, Texas
Johnston, Helen Rutherford.....	Richmond, Virginia
Jones, Edna H. ....	Elizabeth, New Jersey
Jones, Geraldine .....	Gainesville, Texas
Judge, Mary Eleanor .....	Mansfield, Pennsylvania
Kemp, Katherine Furman .....	New York City
Kenney, Frances L. ....	Decatur, Illinois
Lea, Elizabeth Gittings.....	Trenton, New Jersey
Loney, Corinne Speck.....	Superior, Wisconsin
Lovell, Lois Virginia .....	Fargo, North Dakota
Lynott, Eleanor E. ....	Louisiana, Missouri
McGeorge, Rebecca .....	Wilmington, Delaware
Mason, Helen S. ....	Hagerstown, Maryland
Merrell, Virginia Jane.....	Coshocton, Ohio
Miller, Helen Gould .....	Wilmington, Delaware
Neal, Grace Berwyn .....	Newark, New Jersey
Neidig, Verna True .....	Mount Vernon, Iowa
Pennypacker, Elmyra Wells.....	Phoenixville, Pennsylvania
Quinerly, Agnes .....	Kinston, North Carolina
Raiff, Mary Frances .....	Rutherford, New Jersey
Redfield, Evelyn Austin .....	Dallas, Texas
Rozelle, Maynette .....	Owensboro, Kentucky
Sackett, Helen E. ....	Springfield, Ohio
Sawyer, Leila R. ....	Englewood, New Jersey
Sheffield, Sarah D. ....	Americus, Georgia
Shortess, Pauline .....	Charleston, Illinois
Sloan, Edna .....	Cleveland, Ohio
Watson, Madeline .....	Melrose Highlands, Massachusetts
Webb, Isabel .....	Cleveland, Ohio
Webster, Alice Herbert .....	Norfolk, Virginia
Webster, Christine .....	Carthage, Missouri
Wensley, Margaret .....	East Cleveland, Ohio
Whitley, Dorothy .....	Birmingham, Alabama
Woodard, Elizabeth .....	Norfolk, Virginia

**IRREGULAR STUDENTS**

Allen, Lucia .....	Covington, Virginia
Armstrong, Katherine .....	Paris, Texas
Barber, Julia .....	New York City
Barrow, Mary Lucile .....	Blackstone, Virginia
Beeson, Helen .....	Columbus, Ohio
Bird, Dorothy Arline .....	Mount Vernon, New York
Blanks, Russe .....	Vicksburg, Mississippi
Broughton, Mary .....	River Forest, Illinois
Burton, Olive .....	Fort Worth, Texas
Casey, Louise West .....	Dallas, Texas
Cowan, Mary .....	Vicksburg, Mississippi
Ford, Majorie Bacon .....	Chicago, Illinois
Harrison, Alma .....	Flatonia, Texas
Hatch, Virginia .....	Cleveland, Ohio
Hays, Ruth Fanny .....	Milwaukee, Wisconsin
High, Margaret .....	Paris, Texas
Kemper, Katherine P. ....	Hendersonville, North Carolina
Knapp, Roberta.....	Rockford, Illinois
Marshall, Ann Catherine .....	Rock Island, Illinois
Nicodemus, Grace .....	Buckeyestown, Maryland
Proctor, Nan .....	Victoria, Texas
Sloan, Elizabeth Earle .....	Charleston, South Carolina
Spengel, Margaret .....	Denver, Colorado
Stevenson, Martha Estelle .....	Wallace, Idaho
Trevett, Alma Frances .....	Champaign, Illinois
Walker, Martha .....	Charlotte, North Carolina
Weaver, Rosalie .....	Birmingham, Alabama
Whitehill, Juliann E. ....	Columbus, Ohio

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Total in the College, 132.

## DISTRIBUTION OF STUDENTS BY STATES

Alabama .....	5	Mississippi .....	8
Arkansas .....	2	Missouri .....	4
Brazil .....	1	Nebraska .....	1
Colorado .....	6	New Jersey .....	6
Connecticut .....	1	New York .....	20
Delaware .....	4	North Carolina .....	7
District of Columbia...	3	North Dakota .....	1
Florida .....	5	Ohio .....	18
Georgia .....	6	Pennsylvania .....	14
Idaho .....	4	Rhode Island .....	2
Illinois .....	18	South Carolina .....	3
Indiana .....	8	Tennessee .....	6
Iowa .....	2	Texas .....	24
Kentucky .....	4	Utah .....	1
Maryland .....	5	Virginia .....	49
Massachusetts .....	3	West Virginia .....	3
Michigan .....	2	Wisconsin .....	5
Minnesota .....	2		

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Number of States, 35; number of students, 253 (includes students in the Academy).

THE ASSOCIATION OF ALUMNÆ AND FORMER  
STUDENTS OF SWEET BRIAR COLLEGE

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ANNUAL MEETING IN CHAPEL AUDITORIUM  
MONDAY, JUNE 4, 1917

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PRESIDENT

Alice G. Swain, '14, 62 Evergreen Place, East Orange, N. J.

VICE-PRESIDENT

Rachel Forbush, 525 Forest Ave., Oak Park, Ill.

SECRETARY

Lelia Dew, Wytheville, Va.

TREASURER

Sue Slaughter, '13, 547 Warren Crescent, Norfolk, Va.

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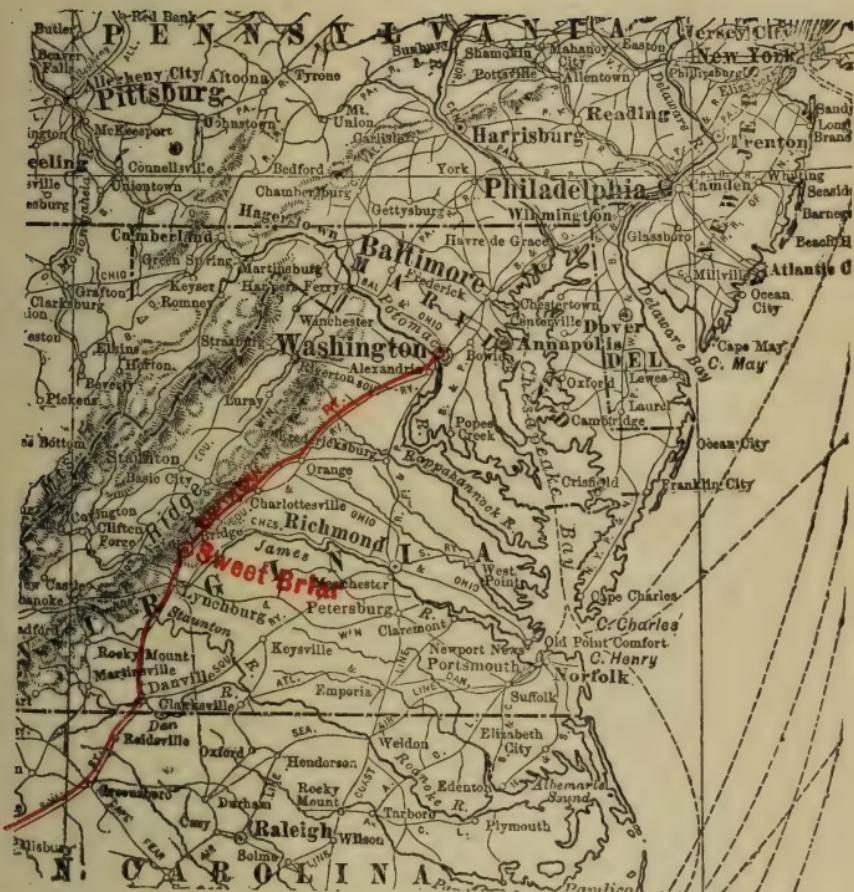
EXECUTIVE COMMITTEE

Eugenia Buffington, '13

Harriet Evans, '15

Grace Martin

Dorothy Wallace









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VOL. I

APRIL, 1918

No. 1

## BULLETIN

# Sweet Briar College

SWEET BRIAR, VIRGINIA



## CATALOGUE 1918-1919

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Published by Sweet Briar Institute  
NOVEMBER—JANUARY—APRIL—JUNE

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Application pending for entry at the post office, Sweet Briar, Virginia, as second-class matter.



CATALOGUE

OF

# Sweet Briar College

SWEET BRIAR, VIRGINIA



1918-1919

"This bequest, devise and foundation are made in fulfillment of my own desire, and of the especial request of my late husband, James Henry Williams, solemnly conveyed to me by his last will and testament, for the establishment of a perpetual memorial of our deceased daughter, Daisy Williams."—  
*From the will of Mrs. Indiana Fletcher Williams, founder of Sweet Briar Institute.*

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## **CALENDAR FOR 1918-1919**

### **1918**

- September 17—Tuesday—First semester begins. Registration of new students.
- September 18—Wednesday—Registration continued.
- September 19—Thursday—Lectures and class work begin.
- October 25—Friday—Founder's Day.
- November 28—Thursday—Thanksgiving Day, a holiday.
- December 20—Friday, 12:00 m.—Christmas recess begins.

### **1919**

- January 7—Tuesday, 8:30 a. m.—Lectures and class work begin.
- January 20—Monday—Mid-year examinations.
- January 28—Tuesday—Second semester begins.
- March 21—Friday, 12:00 m.—Spring recess begins.
- April 1—Tuesday, 8:30 a. m.—Spring recess ends.
- June 1—Sunday—Baccalaureate sermon.
- June 3—Tuesday—Tenth annual commencement.

## HISTORY

The college was founded by Mrs. Indiana Fletcher Williams, who died in November, 1900, leaving the bulk of her estate, consisting of over eight thousand acres of land and over a half million dollars, in trust, to the Right Reverend A. M. Randolph, Bishop of Southern Virginia, the Reverend T. M. Carson of Lynchburg, Virginia, Stephen R. Harding of Amherst County, Virginia, and the Reverend Arthur P. Gray of Amherst, Virginia. She directed these Trustees to procure the incorporation in the State of Virginia of a corporation to be called "Sweet Briar Institute," and to turn over to it all property left them in trust. She provided that this corporation should be controlled by a Board of seven Directors, the first members of which should be appointed by the Trustees. The Directors were to have power to fill vacancies in their number.

The intention of the founder with regard to the kind of institution which should be established is expressed in the following extract from her will: "The said corporation shall with suitable dispatch establish and shall maintain and carry on upon the said plantation a school or seminary to be known as the 'Sweet Briar Institute' for the education of white girls and young women. It shall be the general scope and object of the school to impart to its students such an education in sound learning, and such physical, moral, and religious training as shall in the judgment of the Directors best fit them to be useful members of society."

The college was chartered in February, 1901, according to the conditions of the will, with a self-perpetuating

Board of Directors, consisting of the following members: The Right Reverend A. M. Randolph, the Reverend T. M. Carson, the Reverend Arthur P. Gray, Stephen R. Harding, the Reverend Carl E. Grammer, Dr. J. M. McBryde, Judge Legh R. Watts.

At their first meeting held in March, 1901, the Board of Directors formulated the policy of the college in the following paper: "Untrammeled by state or denominational control, or by the testamentary direction of a will, and, therefore, relieved of the necessity of bidding for popular favor through the employment of adventitious or temporary expedients, it is the declared wish and purpose of its Board of Directors to give such shape and scope to Sweet Briar Institute as will make it a worthy monument to the liberality of its founder and the first among the establishments for female education in the State and the South. Believing that it would be unwise for the new institution to enter upon fields of educational activity already fully occupied, or to come into unnecessary competition with existing seminaries of learning, it is our desire to have it take possession of a territory hitherto overlooked and neglected. In the North the demand for collegiate instruction for women, fully equal in character to that offered the men by such institutions as Harvard, Princeton, Columbia and Yale, has resulted in the foundation of Vassar, Wellesley, Smith and Bryn Mawr. In the West and South the demand for better equipment of women for the practical vocations of life has led to the establishment of several excellent normal and industrial schools exclusively for girls. But nowhere, to our knowledge, has the attempt been made

harmoniously to combine in one institution the best features of these two classes of schools. Holding that such combination is neither impossible nor impracticable, but rather that industrial training can be made, if only a safe equilibrium be provided for, to supplant, strengthen and enrich the intellectual, it is our resolve that the Sweet Briar Institute shall attempt this new line of educational effort. Standing for a policy and work distinctly and peculiarly its own, it will offer to the young women of the South carefully formulated courses of study, leading to degrees, of high grade and proper adaptation to the needs and capabilities of the female mind—some literary and some scientific—and along with them thoroughly practical training in certain artistic and industrial branches of knowledge—the two lines of work so arranged and coördinated that the choice of any one of the four years' courses will carry with it the election of a given number of the practical branches. These courses, of necessity few in number at first, will be added to as the growth and development of the institution may call for them, and experience dictate their character and scope. The specification and formulation of these courses must await the future action of the Board, when it can have the assistance of the President and Faculty to be elected later on."

**BOARD OF DIRECTORS**

REV. CARL E. GRAMMER, S. T. D., PRESIDENT  
Philadelphia, Pa.

MR. N. C. MANSON, JR., CHAIRMAN EXECUTIVE COMMITTEE  
Lynchburg, Va.

REV. ARTHUR P. GRAY, SECRETARY  
Covington, Va.

MR. FERGUS REID  
Norfolk, Va.

MR. CHARLES E. HEALD  
Lynchburg, Va.

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**EDUCATIONAL COMMITTEE**

REV. CARL E. GRAMMER, S. T. D.  
Philadelphia, Pa.

REV. ARTHUR P. GRAY, SECRETARY  
Covington, Va.

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**EXECUTIVE COMMITTEE**

MR. N. C. MANSON, JR., CHAIRMAN  
Lynchburg, Va.

MR. FERGUS REID  
Norfolk, Va.

MR. CHARLES E. HEALD  
Lynchburg, Va.

**OFFICERS OF ADMINISTRATION**

EMILIE WATTS McVEA, A. M., LITT. D.  
*President*

WILLIAM B. DEW  
*Treasurer and Business Manager*

MARY HARLEY, M. D.  
*Physician to the College*

GRACE BURR LEWIS  
*Secretary to the President*

ROSS V. MARTINDALE  
*Superintendent of Buildings and Grounds*

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**THE FACULTY AND OTHER OFFICERS**

EMILIE WATTS McVEA, A. M., LITT. D.  
*President and Professor of English*

MARY HARLEY  
M. D., Woman's Medical College of the New York Infirmary  
*Professor of Physiology and Hygiene*

THOMAS DEANE LEWIS  
Graduate of William and Mary College; B. D., the Episcopal  
Theological Seminary of Virginia  
*Professor of Biblical Literature and Chaplain to the College*

CLEMENT TYSON GOODE  
A. B., Wake Forest College; A. M., Harvard University  
*Professor of English*

HUGH S. WORTHINGTON  
A. M., University of Virginia  
*Professor of Modern Languages*

## HELEN F. YOUNG

Pupil of Teichmüller in Leipzig for five years, of Schreck, and  
of other German and American musicians

*Director of Music*

## VIRGINIA RANDALL McLAWS

Student in the Charcoal Club of Baltimore; student and  
teacher in the New York School of Art; pupil of

Henry Caro-Delvaille, Paris

*Director of Art*

## \*CAROLINE LAMBERT SPARROW

A. B., Goucher College; A. M., Cornell University

*Associate Professor of History*

## RUTH B. HOWLAND

Ph. B. and Ph. M., Syracuse University; graduate student at  
Marine Biological Laboratory and at Yale University

*Associate Professor of Biology*

## EUGENIE M. MORENUS

A. B. and A. M., Vassar College

*Associate Professor of Mathematics*

## JOSEPHINE P. SIMRALL

B. S., Wellesley College; graduate student, Johns Hopkins  
University

*Associate Professor of Psychology*

## LEONORA NEUFFER

A. M., Ph. D., University of Cincinnati

*Associate Professor of Chemistry*

## ELIZABETH PRYOR

B. S., Iowa State College

*Associate Professor of Home Economics*

## KATHARINE LUMMIS

A. B., Ph. D., Stanford University

*Associate Professor of Latin*

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\*Absent on leave.

## SWEET BRIAR COLLEGE

## ELLA L. SMITH

B. A., M. A., McGill University; graduate work, Oxford University, England  
*Associate Professor of History*

## ALANETTE BARTLETT

B. S., A. M., Columbia University  
*Assistant Professor of Modern Languages*

## ELIZABETH FRENCH JOHNSON

A. B., Goucher College; A. M., Ph. D., Johns Hopkins University  
*Assistant Professor of German*

## JOSEPHINE GUION

A. B., Wellesley College  
*Director of Physical Training*

## CAROLINE HILL CRAWFORD

B. M., Syracuse University  
*Instructor in Vocal Music*

## CHARLOTTE KENDALL HULL

Graduate of Chicago Musical College; pupil of Viardot in Paris and of Sevcik in Prague and Vienna  
*Instructor in Violin*

## CLAUDINE HUTTER

Pupil of Miss Young at Sweet Briar, and of Teichmüller in Leipzig for two years  
*Instructor in Piano*

## EMMA LUELLA FISK

A. B., Wellesley College  
*Instructor in Botany*

## MARIA CLINTON COLLINS

B. L., University of Cincinnati; A. M., Radcliffe College  
*Instructor in History*

DOROTHY ROSE HUDSON  
B. A., University of Minnesota  
*Instructor in English*

ELIZABETH HENRIETTA JOHNSTON  
A. B., A. M., Bryn Mawr College  
*Instructor in Physics and Chemistry*

FLORENCE BARBOUR  
Pupil of Therese Chaigneau Rammet, Paris, France; graduate  
of Cincinnati Conservatory of Music under Marcian  
Thalberg  
*Instructor in Piano*

JESSIE BROWN  
S. GAY PATTESON, A. B.  
*Librarians*

DOROTHY E. WALLACE  
*Assistant in Chemistry*

FANNIE T. CARROLL  
*Superintendent of the Housekeeping Department*

MATTIE R. PATTESON  
*Superintendent of the Apartment House and Infirmary*

FLORENCE W. PRATT  
*Assistant in the Housekeeping Department*

BARBARA C. MALLARD  
*Trained Nurse*

**STANDING COMMITTEES OF THE FACULTY**

*Executive Committee.*—The President, Mr. Worthington, Mr. Goode, Mr. Lewis, Dr. Harley, Miss Morenus, Miss Young, Miss McLaws, Dr. Neuffer, Miss Simrall, Miss Howland, Miss Pryor, Dr. Lummis, Miss Smith, Mrs. Hills.

*Committee on Admission.*—Dr. Lummis, Mr. Lewis, Dr. Johnson.

*Committee on Instruction.*—Miss Howland, Miss Ella Smith, Miss Bartlett, Mr. Goode.

*Committee on Advanced Standing.*—The President, Dr. Neuffer, Miss Morenus.

*Committee on Lecture and Entertainment.*—Miss Young, Miss Pryor, Mr. Worthington, Miss Howland, The President.

*Committee on Schedule.*—Dr. Neuffer, Miss Simrall, Miss Searle.

*Committee on Library.*—Miss Bartlett, Miss Johnston, Miss Collins, the Librarians, Mr. Lewis.

*Committee on Athletics.*—Dr. Harley, Miss Guion, Miss Pinkerton.

*Committee on Student Publications.*—Mr. Goode, Miss Thatcher, Miss Hudson, Miss McLaws.

*Dramatic Committee.*—Miss Simrall, Miss Young, Miss Hudson.

*Committee on Academic and Social Functions.*—Miss Morenus, Mrs. Hills, Miss Pryor, Miss Hull, Miss Fiske.

## **ADMISSION**

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### **APPLICATION FOR ADMISSION**

Candidates for admission should be at least sixteen years of age, should have completed the required preparatory work, and should present evidences of moral, mental and physical fitness for a college career.

Every applicant must fill out and return to the secretary a copy of the official registration blank of the College.\*

No student may register in the college later than three weeks after the beginning of a semester.

Candidates are admitted by examination or upon certificates from accredited institutions.

### **REQUIREMENTS FOR ADMISSION**

Candidates for admission to college must offer work amounting to fifteen units, as specified below. A unit means a year's work of five recitations a week in one subject.

I. Prescribed for courses leading to A. B. degree.

English .....	3 units
History .....	1 unit
Mathematics .....	3 units
Latin .....	4 units
Elective .....	4 units

II. Prescribed for courses leading to B. S. degree.

English .....	3 units
Science .....	1 unit

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\*These blanks will be furnished on request.

Mathematics .....	3 units
Foreign Languages.....	4 units
Elective .....	4 units

The foreign languages offered may be Greek, Latin, French, German, or Spanish. Four units of any one language will be accepted. Any combination must provide for at least three units of one language and two of another. The additional unit may be offered as an elective.

### III. Electives for either A. B. or B. S. degree.

The remaining four or four and a half units may be elected from the following list:

Botany or Zoölogy.....	1 unit
Chemistry .....	1 unit
Civics .....	$\frac{1}{2}$ unit
French .....	2-4 units
German .....	2-4 units
Greek .....	1-3 units
History .....	1-2 units
Latin .....	2-4 units
Physics .....	1 unit
Physiography .....	$\frac{1}{2}$ unit
Physiology .....	$\frac{1}{2}$ unit
Spanish .....	2 units

Solid Geometry and Trigonometry,  $\frac{1}{2}$  unit each, on examination.

All students entering college must meet the entrance requirements whether or not they expect to take the full amount of work leading to a degree.

Candidates will not be admitted to the college if conditioned in more than two units.

### **ADMISSION BY CERTIFICATE**

A certificate blank may be secured from the secretary. This blank should be filled out in detail by the principal of the preparatory school attended by the applicant. It should include a statement of the subjects studied, the amount of work covered in each subject and the grades obtained. This certificate should be forwarded to the President as soon as possible after application has been made.

### **ADMISSION BY EXAMINATION**

Examinations for admission will be held at the college on June 5-6 and on September 17-18. All applications for examinations must be in the hands of the secretary at least one month before the date set for the examination.

### **ADMISSION TO ADVANCED STANDING**

Candidates for advanced standing must fulfill the requirements for admission to the freshman class, and when not entering from other colleges of recognized rank must pass examination in the work offered.

Credit will be given for a limited amount of work done at approved institutions during the summer months. Students who wish to take summer courses should consult at Sweet Briar the head of the department concerned.

In the case of students entering from other colleges, an arrangement of schedule may be made whereby certain requirements of the freshman and sophomore years may be considered as deferred subjects.

## ADMISSION SUBJECTS IN DETAIL

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### ENGLISH (3 Units)

No candidate will be accepted in English whose work is notably deficient in point of spelling, punctuation, grammar, or division into paragraphs.

#### REQUIREMENTS FOR 1915-19

(a) READING AND PRACTICE.—The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature, by giving her a first-hand knowledge of some of its best specimens. She should read the books carefully, but her attention should not be so fixed upon details that she fails to appreciate the main purpose and charm of what she reads.

With a view to large freedom of choice, the books provided for reading are arranged in the following groups, from each of which at least two selections are to be made, except as otherwise provided under Group I.

Group I. Classics in Translation.—*The Old Testament*, comprising at least the chief narrative episodes in *Genesis*, *Exodus*, *Joshua*, *Judges*, *Samuel*, *Kings*, and *Daniel*, together with the books of *Ruth* and *Esther*. *The Odyssey*, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII. *The Iliad*, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI. *The Aeneid*.

The *Odyssey*, *Iliad*, and *Aeneid* should be read in English translations of recognized literary excellence.

For any selection from this group a selection from any other group may be substituted.

Group II. Shakespeare: *Midsummer Night's Dream*, *Merchant of Venice*, *As You Like It*, *Twelfth Night*, *The Tempest*, *Romeo and Juliet*, *King John*, *Richard II*, *Richard III*, *Henry V*, *Coriolanus*, *Julius Cæsar*, *Macbeth*, *Hamlet*. (No one of the last three may be taken if chosen for study under B.)

Group III. Prose Fiction. Malory: *Morte d'Arthur* (about 100 pages); Bunyan: *Pilgrim's Progress*, *Part I*; Swift: *Gulliver's Travels* (voyages to Lilliput and to Brobdingnag); Defoe: *Robinson Crusoe*, *Part I*; Goldsmith: *The Vicar of Wakefield*; Frances Burney (Madame d'Arblay): *Evelina*; Scott: any one of the novels; Jane Austen: any one of the novels; Mária Edgeworth: *Castle Rackrent*, or *The Absentee*; Dickens: any one of the novels; Thackeray: any one of the novels; George Eliot: any one of the novels; Mrs. Gaskell: *Cranford*; Kingsley: *Westward Ho!* or *Hereward the Wake*; Reade: *The Cloister and the Hearth*; Blackmore: *Lorna Doone*; Hughes: *Tom Brown's School-days*; Stevenson: any one of the novels which are out of copyright; Cooper: any one of the novels; Poe: *Selected Tales*; Hawthorne: any one of the novels which are out of copyright; a collection of *Short Stories* by various standard writers.

Group IV. Essays, Biography, etc. Addison and Steele: *The Sir Roger de Coverley Papers*, or selections from *The Tatler* and *The Spectator* (about 200 pages); Boswell: Selections from the *Life of Johnson* (about 200 pages); Franklin: *Autobiography*; Irving: Selections from the *Sketch Book* (about 200 pages), or the

*Life of Goldsmith*; Southeby: *Life of Nelson*; Lamb: Selections from the *Essays of Elia* (about 100 pages); Lockhart: Selections from the *Life of Scott* (about 200 pages); Thackeray: Lectures on *Swift, Addison, and Steele* in the *English Humorists*; Macaulay: one of the following essays: *Lord Clive, Warren Hastings, Milton, Addison, Goldsmith, Frederic the Great, Madame d'Arblay*; Trevelyan: Selections from the *Life of Macaulay* (about 200 pages); Ruskin: *Sesame and Lilies*, or *Selections* (about 150 pages); Dana: *Two Years Before the Mast*; Lincoln: *Selections*, including at least the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, and the letter to Horace Greeley, together with a brief memoir or estimate of Lincoln; Parkman: *The Oregon Trail*; Thoreau: *Walden*; Lowell: *Selected Essays* (about 150 pages); Holmes: *The Autocrat of the Breakfast Table*; Stevenson: *An Inland Voyage and Travels with a Donkey*; Huxley: *Autobiography* and selections from *Lay Sermons*, including the addresses on *Improving Natural Knowledge, A Liberal Education, and A Piece of Chalk*; a collection of *Essays* by Bacon, Lamb, De Quincey, Hazlitt, Emerson, and later writers; a collection of *Letters* by various standard writers.

Group V. Poetry. Palgrave: *Golden Treasury (First Series)*: *Books II and III*, with special attention to Dryden, Collins, Gray, Cowper, and Burns; Palgrave: *Golden Treasury (First Series)*: *Book IV*, with special attention to Wordsworth, Keats and Shelley (if not chosen for study under B); Goldsmith: *The Traveller* and *The Deserted Village*; Pope: *The Rape of the Lock*; a collection of English and Scottish

*Ballads*, as, for example, *Robin Hood* ballads, *The Battle of Otterburn*, *King Estmere*, *Young Beichan*, and *Berwick and Grahame*, *Sir Patrick Spens*, and a selection from later ballads; Coleridge: *The Ancient Mariner*, *Christabel*, and *Kubla Khan*; Byron: *Childe Harold*, *Canto III*, or *Canto IV*, and *The Prisoner of Chillon*; Scott: *The Lady of the Lake*, or *Marmion*; Macaulay: *The Lays of Ancient Rome*, *The Battle of Naseby*, *The Armada*, *Ivry*; Tennyson: *The Princess*, or *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; Browning: *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*, *The Italian in England*, *The Patriot*, "De Gustibus—," *The Pied Piper*, *Instans Tyrannus*; Arnold: *Sohrab and Rustum* and *The Forsaken Merman*; Selections from *American Poetry*, with special attention to Poe, Lowell, Longfellow, and Whittier.

(b) STUDY AND PRACTICE.—This part of the requirement is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions. The books provided for study are arranged in four groups, from each of which one selection is to be made.

Group I. Drama. Shakespeare: *Julius Cæsar*, *Macbeth*, *Hamlet*.

Group II. Poetry. Milton: *L'Allegro*, *Il Penseroso*, and either *Comus* or *Lycidas*; Tennyson: *The Coming of Arthur*, *The Holy Grail*, and *The Passing of Arthur*;

the selections from Wordsworth, Keats, and Shelley in *Book IV* of Palgrave's *Golden Treasury* (*First Series*).

Group III. Oratory. Burke: *Speech on Conciliation with America*; Macaulay: *Speeches on Copyright*; and Lincoln: *Speech at Cooper Union*; Washington: *Farewell Address*; and Webster: *First Bunker Hill Oration*.

Group IV. Essays. Carlyle: *Essay on Burns*, with a selection from Burns's *Poems*; Macaulay: *Life of Johnson*; Emerson: *Essay on Manners*.

### HISTORY (2 Units)

For the prescribed point in history, the student must present one of the following subjects:

(a) Ancient history, with special reference to Greek and Roman history. A short introductory study of the most ancient nations is desirable, as well as a brief sketch of the main events in the Middle Ages, from the fall of Rome to the death of Charlemagne.

(b) English history, with reference to the social as well as to the political development.

(c) American history.

The student is expected to be able to handle any of the standard preparatory text-books, such as Andrew's *History of England*, or West's *Ancient History*; to have acquired a sufficient historical vocabulary to enable her to read the more advanced works intelligently, and to have had some training in the writing of abstracts. The student is expected, also, to have had some practice in the drawing of maps, and may be called on in exam-

ination to show her knowledge of geography either by her own drawings, or by the location of places on an outline map.

Students entering on certificate are expected to have taken a course in history in the third or fourth year of high school work.

Ancient history is recommended as affording the best preparation for the freshman course.

### MATHEMATICS (3 Units)

(a) ALGEBRA.—(1) To Quadratics: The four fundamental operations for rational algebraic expressions; factoring, determination of highest common factor and lowest common multiple by factoring; fractions, including complex fractions; ratio and proportion; linear equations, both numerical and literal, containing one or more unknown quantities; problems depending on linear equations; radicals, including the extraction of the square root of polynomials and of numbers; exponents, including fractional and negative.

(2) Quadratics and Beyond: Quadratic equations, both numerical and literal; simple cases of equations with one or more unknown quantities that can be solved by the methods of linear or quadratic equations; problems depending on quadratic equations; the binomial theorem for positive integral exponents; the formulas for the  $n$ th term and the sum of the terms of arithmetical and geometrical progression, with applications.

It is assumed that pupils will be required throughout the course to solve numerous problems which involve put-

ting questions into equations. Some of these problems should be chosen from mensuration, from physics, and from commercial life. The use of graphical methods and illustrations, particularly in connection with the solution of equations, is also expected.

(b) PLANE GEOMETRY.—The usual theorems and construction of good text-books, including the general properties of plane rectilinear figures; the circle and the measurements of angles; similar polygons; areas; regular polygons and the measurement of the circle; the solution of numerous original exercises, including loci problems; application to the mensuration of lines and plane surfaces.

### LATIN (4 Units)

For the present either the new requirements or the old may be offered. The new requirements are preferred.

#### NEW REQUIREMENTS.

The Latin reading must be not less in amount than Cæsar, *Gallic War* I-IV; Cicero, *Archias*, the *Manilian Law*, the orations against Catiline; Virgil, *Aeneid* I-VI. The amount of reading specified above should be selected from the following authors and works: Cæsar (*Gallic War* and *Civil War*) and Nepos (*Lives*); Cicero (orations, letters, and *De Senectute*) and Sallust (*Catiline* and *Jugurthine War*); Virgil (*Bucolics*, *Georgics*, and *Aeneid*) and Ovid (*Metamorphoses*, *Fasti*, and *Tristia*).

The following prescribed reading must be offered by all candidates: Cicero, orations for the Manilian Law and for Archias, and Virgil, *Aeneid* I, II, and either IV or VI at the option of the candidate.

In grammar and composition it is expected that the student have thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read, with ability to use this knowledge in writing Latin prose.

It is especially urged that throughout the entire period of preparation, emphasis be given to sight reading and to regular work in prose composition.

#### OLD REQUIREMENTS.

**LATIN GRAMMAR.**—The inflections; the simpler rules for composition and derivation of words, syntax of cases and the verbs; structure of sentences in general, with particular regard to relative and conditional sentences, indirect discourse, and the subjunctive.

**LATIN COMPOSITION.**—Translation into Latin of detached sentences, and very easy continuous prose based upon Cæsar and Cicero.

**CÆSAR.**—Any four books of the *Gallic War*, preferably the first four.

**CICERO.**—Any six orations from the following list, but preferably the first six mentioned: The four orations against Catiline, Archias, the Manilian Law, Marcellus, Roscius, Milo, Sestius, Ligarius, the fourteenth Philippic.

**VIRGIL.**—The first six books of the *Aeneid*, and so much prosody as relates to accent, versification in general, and daëtylic hexameter.

**ADVANCED PROSE COMPOSITION,** consisting of continuous prose of moderate difficulty based on Cicero.

SIGHT TRANSLATION OF PROSE of no greater difficulty than the easier portions of Cicero's orations.

### GREEK (3 Units)

**GREEK GRAMMAR AND COMPOSITION.**—The topics are similar to those detailed under Latin Grammar and Composition. The examination in grammar and prose composition will be based on the first two books of Xenophon's *Anabasis*.

**XENOPHON.**—The first four books of the *Anabasis*.

**HOMER.**—The first three books of the *Iliad* (omitting II, 494 to end), and the Homeric constructions, forms and prosody.

**ADVANCED PROSE COMPOSITION**, consisting of continuous prose based on Xenophon and other Attic prose of similar difficulty.

SIGHT TRANSLATION OF PROSE of no greater difficulty than Xenophon's *Anabasis*.

### FRENCH (4 Units)

The requirements follow the recommendations of the Modern Language Association embodied in Document No. 82 of the College Entrance Examination Board.

#### 2-UNIT REQUIREMENT.

At the end of the elementary course the pupil should be able to pronounce French accurately, to read at sight easy French prose, to put into French simple English

sentences taken from the language of every-day life or based upon a portion of the French text read, and to answer questions on the rudiments of the grammar as defined below.

During the first year the work should comprise:

1. Careful drill in pronunciation.
2. The rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions; the order of words in the sentence, and the elementary rules of syntax.
3. Abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression.
4. The reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read (the teacher giving the English), and in reproducing from memory sentences previously read.
5. Writing French from dictation.

Suitable texts for the first year are: A well-graded reader for beginners; Bruno, *Le Tour de la France*; Compayré, *Yvan Gall*; Laboulaye, *Contes bleus*; Malot, *Sans famille*.

During the second year the work should comprise:

1. The reading of from 200 to 400 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches.

2. Constant practice, as in the previous year, in translating into French easy variations upon the texts read.
3. Frequent abstracts, sometimes oral and sometimes written, of portions of the texts already read.
4. Writing French from dictation.
5. Continued drill upon the rudiments of grammar, with constant application in the construction of sentences.
6. Mastery of the forms and use of pronouns, pronominal adjectives, of all but the rare irregular verb forms, and of the simpler uses of the conditional and subjunctive.

Suitable texts for the second year are: Daudet, *Le Petit Chose*; Erckmann-Chatrian, stories; Halévy, *L'Abbé Constantin*; Labiche et Martin, *Le Voyage de M. Perrichon*; Lavisson, *Histoire de France*.

### 3-UNIT REQUIREMENT.

At the end of the intermediate course the pupil should be able to read at sight ordinary French prose or simple poetry, to translate into French a connected passage of English based on the text read, and to answer questions involving a more thorough knowledge of syntax than is expected in the elementary course.

The work should comprise the reading of from 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form; constant practice in giving French paraphrases, abstracts or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation.

Suitable texts for the third year are: Bazin, *les Oberlé*; Dumas, novels; Mérimée, *Colomba*; Sandeau, *Mlle. de la Seiglière*; Tocqueville, *Voyage en Amérique*.

### GERMAN (4 Units)

The requirements follow the recommendations of the Modern Language Association embodied in Document No. 82 of the College Entrance Examination Board.

#### 2-UNIT REQUIREMENT.

At the end of the elementary course in German, the pupil should be able to read at sight, and to translate, if called upon, by way of proving ability to read, a passage of very easy dialogue or narrative prose, help being given upon unusual words and constructions, to put into German short English sentences taken from the language of every-day life or based upon the text given for translation, and to answer questions upon the rudiments of grammar as defined below.

During the first year the work should comprise:

1. Careful drill upon pronunciation.
2. The memorizing and frequent repetition of easy colloquial sentences.
3. Drill upon the rudiments of grammar, that is, upon the inflection of the articles, of such nouns as belong to the language of every-day life, of adjectives, pronouns, weak verbs and the more usual strong verbs; also upon the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word-order.

4. Abundant easy exercises designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression.

5. The reading of from 75 to 100 pages of graduated texts from a reader, with constant practice in translating into German easy variations upon sentences selected from the reading lesson (the teacher giving the English), and in the reproduction from memory of sentences previously read.

\*Suitable texts for the first year are: After one of the many Readers especially prepared for beginners, Meissner's *Aus meiner Welt*; Blüthgen's *Das Peterle von Nürnberg*; Storm's *Immensee*, or any of Baumbach's short stories.

During the second year the work should comprise:

1. The reading of from 150 to 250 pages of literature in the form of easy stories and plays.

2. Accompanying practice, as before, in the translation into German of easy variations upon the matter read and also in the off-hand reproduction, sometimes orally and sometimes in writing, of the substance of short and easy selected passages.

3. Continued drill upon the rudiments of grammar, directed to the ends of enabling the pupil, first, to use her knowledge with facility in the formation of sentences, and, secondly, to state her knowledge correctly in the technical language of grammar.

\*Suitable texts for the second year are: Gerstäcker's *Germelshausen*; Eichendorff's *Aus dem Leben eines*

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\*During each year at least six German poems should be committed to memory.

*Taugenichts*; Wildenbruch's *Das edle Blut*; Jensen's *Die braune Erica*; Seidel's *Lebrecht Hühnchen*; Fulda's *Unter vier Augen*; Benedix's *Lustspiele* (any one).

### 3-UNIT REQUIREMENT.

At the end of the intermediate course the pupil should be able to read at sight German prose of ordinary difficulty, whether recent or classical; to put into German a connected passage of simple English, paraphrased from a given text in German; to answer any grammatical questions relating to the usual forms and essential principles of the language, including syntax and word formation, and to translate and explain (so far as explanation may be necessary) a passage of classical literature taken from some text previously studied.

The work should comprise, in addition to the elementary course, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, paraphrases, abstracts, or reproductions from memory of selected portions of the matter read; also grammatical drill upon the less usual strong verbs, the use of articles, cases, auxiliaries of all kinds, tenses and modes (with special reference to the infinitive and subjunctive), and likewise upon word-order and word-formation.

\*Suitable texts for the third year are: Heyse's, Riehl's, Keller's, Storm's, Meyer's, Ebner-Eschenbach's, W. Raabe's, *Novellen* or *Erzählungen*; Schiller's *Wilhelm Tell*; Freytag's *Die Journalisten*; Heine's *Harzreise*.

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\*During each year at least six German poems should be committed to memory.

**SPANISH (2 Units)**

The requirements follow the recommendations of the Modern Language Association embodied in Document 82 of the College Entrance Examination Board.

At the end of the elementary course the pupil should be able to pronounce Spanish accurately, to read at sight easy Spanish prose, to put into Spanish simple English sentences taken from the language of everyday life or based upon a portion of the Spanish text read, and to answer questions on the rudiments of the grammar, as indicated below.

During the first year the work should comprise:

1. Careful drill in pronunciation.
2. The rudiments of grammar, including the conjugation of the regular and the more common irregular verbs, the inflection of nouns, adjectives, and pronouns, and the elementary rules of syntax.
3. Exercises containing illustrations of the principles of grammar.
4. The careful reading and accurate rendering into good English of about 100 pages of easy prose and verse, with translation into Spanish of easy variations of sentences read.
5. Writing Spanish from dictation.

During the second year the work should comprise:

1. The reading of about 200 pages of prose and verse.
2. Practice in translating Spanish into English, and English variations of the text into Spanish.
3. Continued study of the elements of grammar and syntax.

4. Mastery of all but the rare irregular verb forms and of the simpler uses of the modes and tenses.
5. Writing Spanish from dictation.
6. Memorizing of easy short poems.

The emphasis should be placed on careful, thorough work, with much repetition, rather than upon rapid reading. The reading should be selected from the following: A collection of easy short stories and lyrics, carefully graded; Juan Valera, *El pájaro verde*; Perez Escrich, *Fortuna*; Ramos Carrión and Vital Aza, *Zaragüeta*; Palacio Valdés, *José*; Pedro de Alarcón, *El Capitán Veneno*; the selected short stories of Pedro de Alarcón or Antonio de Trueba.

Every secondary school in which Spanish is taught should have in its library several Spanish-English and English-Spanish dictionaries, the all-Spanish dictionary of the Royal Spanish Academy; one or more manuals of the history of Spanish literature, such as that by Fitzmaurice-Kelly, and Ticknor's *History of Spanish Literature*.

### CHEMISTRY (1 Unit)

The preparation in chemistry should cover at least one full session, with three recitations a week, and should include the study of one standard text-book, to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws of elementary chemistry. In addition to the three recitations, four periods weekly should be devoted to practical tests and experiments performed by the students individually under the direction of the teacher. Every can-

dicate must present at the time of, and as a part of, the examination in chemistry a notebook containing in the candidate's own language a description of her laboratory exercises, the steps, observations, and results of each exercise being carefully recorded. The record should be well-ordered, plainly legible, and concise. The notebook must bear the endorsement of the teacher, certifying that the notes are a true record of the student's work.

### **PHYSICS (1 Unit)**

The requirements in physics are similar to those in chemistry. The candidate is required to have studied for a full session one standard text-book and to have done individual laboratory work. She must be prepared to show her laboratory notebook, properly certified by her instructor.

### **BOTANY (1 Unit)**

The preparation in botany should cover at least one full session, and should include individual laboratory work. This course should comprise: (1) The general principles of (a) Anatomy and Morphology, (b) Physiology, and (c) Ecology; (2) The natural history of the plant groups, and classification.

For further details see Document No. 82 of the College Entrance Examination Board already referred to.

### **ZOOLOGY (1 Unit)**

One year's work in the study of animal life with laboratory work and notebooks.

**PHYSIOGRAPHY (1/2 Unit)**

Text, laboratory work, and notebooks.

**PHYSIOLOGY (1/2 Unit)**

Text and notebook.

## REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

Candidates for this degree must complete sixty-two hours of work, in conformity with one of the following courses:

### OUTLINE OF COURSES OF STUDY

COURSE A (English)	Hours	COURSE B (Modern Languages)	Hours	COURSE C (Ancient Languages)	Hours
FRESHMAN		FRESHMAN		FRESHMAN	
English I	3	English I	3	English I	3
History I	3	History I	3	History I	3
Latin I	3	Latin I	3	Latin I	3
French II or III { or } German II or III { Biology I or } Chemistry I { Physical Education	3 3 3 3 3 1	French II or III { or } German II or III { Biology I or } Chemistry I { Physical Education	3 3 3 3 3 1	French II or III { or } German II or III { Biology I or } Chemistry I { Physical Education	3 3 3 3 3 1
SOPHOMORE		SOPHOMORE		SOPHOMORE	
English II	3	English II	3	English II	3
History II	3	Latin II	3	Latin II	3
French III or IV { or } German III or IV { Latin II or German I or II { or } French I or II or Greek I or II Elective Physical Education	3 3 3 3 3 3 3 3 1	French III or IV { or } German III or IV { Latin I or II { or } French I or II { Elective Physical Education	3 3 3 3 3 3 3 1	French III or IV { or } German III or IV { Greek I or II Elective Physical Education	3 3 3 3 1
JUNIOR		JUNIOR		JUNIOR	
English*		French IV or V { or } German IV or V { German II or III { or } French II or III { Psychology Elective		Latin Greek Psychology Elective	
Any Language	3	3	3	3	3
Psychology	3	3	3	3	3
Elective					6
SENIOR		SENIOR		SENIOR	
English*	3	French or } (adv.) German { German or } (adv.) French Elective	3 3 3 9	Latin (adv.) Greek (adv.) Elective	3 3 9

\*For graduation in Course A the student must complete, in addition to English I and II, not less than ten hours of work in English, of which 5½ hours are prescribed as follows: Courses III, IVa (or XIIb or XIIIb), and Va (or Vb).

## OUTLINE OF COURSES OF STUDY—Cont.

COURSE D (History and Economics)	Hours	COURSE E (Mathematics and Physics)	Hours
FRESHMAN		FRESHMAN	
English I	3	English I	3
History I	3	History I	3
Mathematics I or Latin I	3	Mathematics I	3
French II or III or }	3	French II or III or }	3
German II or III }	3	German II or III }	3
Biology I or Chemistry I	3	Biology I or Chemistry I	3
Physical Education	1	Physical Education	1
SOPHOMORE		SOPHOMORE	
English II	3	English II	3
History II	3	Mathematics III	3
French III or IV or }	3	Physics I or II	3
German III or IV }	3	French III or IV or }	3
Any Language	3	German III or IV }	3
Elective	3	Elective	3
Physical Education	1	Physical Education	1
JUNIOR		JUNIOR	
History or Economics	3	Mathematics or Physics	3
Any Language	3	Any Language	3
Psychology	3	Psychology	3
Elective	6	Elective	6
SENIOR		SENIOR	
History or Economics	3	Physics or Mathematics	3
Any Language	3	Any Language	3
Elective	9	Elective	9

No student may take more than sixteen nor less than twelve hours of work without permission from the faculty.

Elementary French and elementary German may not both be credited towards the degree.

**REQUIREMENTS FOR THE DEGREE OF BACHELOR  
OF SCIENCE**

English .....	6 hours
Mathematics .....	3 hours
History .....	3 hours
Modern Language.....	12 hours
Laboratory—Science .....	3 hours
Psychology or Philosophy.....	3 hours
Physical Education .....	2 hours
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In addition, a major subject and related subject in Botany, Biology, Chemistry, or Mathematics of 15 hours. The remaining 15 credits are electives.

# COURSES OF INSTRUCTION

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## ENGLISH

PROFESSOR GOODE

PROFESSOR MCVEA

MISS HUDSON

Courses I and II are required of all candidates for degrees. Course I is prerequisite to all other courses of the department. Course II is prerequisite to all elective courses of the department except V and XV.

I. COMPOSITION AND RHETORIC. The forms of discourse in theory and practice, with emphasis on exposition and narration. Short and long themes regularly. Selections from literature for purposes of illustration and example. Collateral reading. Individual conferences. *Three hours.*

II. A SURVEY OF ENGLISH LITERATURE. English literature in chronological development from the beginnings to the present time. Representative selections for study in both prose and poetry. Copious reading, lectures, critiques. *Three hours.*

III. SHAKESPEARE. Intensive study of a few plays, rapid reading of others. *Three hours.*

IVa. CHAUCER. Reading of certain of the *Canterbury Tales*, and other works of Chaucer, from the linguistic standpoint primarily. *Three hours, first semester.*

Va. ADVANCED COMPOSITION. Exposition—constant practice in the various expository forms. *Two hours, first semester.*

Vb. ADVANCED COMPOSITION. The Short Story—a study in technique. *Two hours, second semester.*

VI. DEVELOPMENT OF THE DRAMA. Rise of dramatic forms in England, extensive study of Elizabethan drama, and survey through the decadence to 1642. *Three hours, first semester.*

VIIa. THE ROMANTIC MOVEMENT. English poetry approximately from 1775 to 1825, with special attention to Wordsworth, Coleridge, Byron, Shelley, and Keats. *Three hours, first semester.*

VIIIb. NINETEENTH CENTURY PROSE. The chief authors of the various prose forms, exclusive of fiction and the drama, of the century. *Three hours, second semester.*

IXb. THE DRAMA FROM 1660 TO THE PRESENT TIME. A study in historical development, with chief attention to modern drama. *Three hours, second semester.*

Xa. THE POETRY OF TENNYSON. *Three hours, first semester.*

Xb. THE POETRY OF BROWNING. *Three hours, second semester.*

XI. THE ENGLISH NOVEL. Cursory examination of prose fiction before Defoe. Authors and types of the novel proper to the present time. *Two hours.* (Omitted 1918-19.)

XIIb. OLD ENGLISH. Grammar and syntax. Readings in West Saxon prose and poetry. *Three hours, second semester.* (Omitted 1918-19.)

XIIIb. MIDDLE ENGLISH LITERATURE. Studies in English literature from cir. 1200 to cir. 1500, with chief attention to Chaucer and his contemporaries. *Three hours, second semester.*

XIVa. (1) AMERICAN LITERATURE. The development of literature in America to the National period. *Two hours, first semester.*

XIVa. (2) AMERICAN LITERATURE. Literature in America from the National period to the present time. *Two hours, first semester.* (Omitted 1918-19.)

XV. ENGLISH COMPOSITION. Practical Composition. The course is designed as a supplement to Course I for those who need or wish constant practice in the elements of writing. *Two hours.*

## BIBLICAL HISTORY AND LITERATURE

PROFESSOR LEWIS

I. THE ORIGIN AND HISTORY OF THE HEBREW PEOPLE TO THE MACCABEAN PERIOD. The object of this course is to trace the development of divine revelation, as illustrated in the history of the Israelites, and to acquaint the student with the life, manners, and thought of the people, as a preparation for the study, later, of Hebrew literature. First semester, three hours a week. Sophomore elective.

II. NEW TESTAMENT HISTORY FROM THE MACCABEAN PERIOD TO THE CLOSE OF THE APOSTOLIC AGE. A study of the history recorded in the Gospels and in the Acts of the Apostles. This course includes a study

of the preparation of the world for the coming of Christ, the religious beliefs of the Jewish people of that age, and a brief survey of the Gentile world to which the Apostles preached Christianity. Preparatory to Course IV. Second semester, three hours a week. Sophomore elective.

**III. THE LITERATURE OF THE OLD TESTAMENT.** A study of the books of the Old Testament: the date, authorship, outline analysis, and special message of each. The development of religious thought is traced through the literature studied chronologically. First semester, three hours a week. Junior and senior elective.

**IV. THE LITERATURE OF THE NEW TESTAMENT.** A study of the books of the New Testament, including the date, authorship, outline, and contribution to religious thought of each. Second semester, three hours a week. Junior and senior elective.

**V. THE LIFE AND TEACHING OF CHRIST.** A study of the life of Christ, with special reference to its message to modern life. First semester, three hours a week. Junior and senior elective.

**VI. THE HISTORY OF RELIGIONS.** A brief survey of the history and teachings of the great non-Christian religions of the world, and a comparison of each with Christianity. Second semester, three hours a week. Junior and senior elective.

Courses III and IV are given alternately with V and VI.

**FRENCH**

PROFESSOR WORTHINGTON

ASSISTANT PROFESSOR BARTLETT

I. ELEMENTARY FRENCH. Cardon, *A Practical French Course* (Silver, Burdett); Monvert, *La Belle France* (Allyn and Bacon); Ordonneau, Valabregne, Kéroul, *Les Boulinard* (Heath); Halévy, *L'Abbé Constantin* (Allyn and Bacon). For beginners. Three hours a week through the year.

II. INTERMEDIATE FRENCH. Fraser and Squair, *French Grammar* (Heath); Talbot, *French Composition* (B. H. Sanborn); Churchman, *Introduction to French Pronunciation* (Jenkins); Buffum, *French Short Stories* (Holt); Coppée, *Le Luthier de Crémone* and *Le Trésor* (Allyn and Bacon); Rostand, *Les Romanesques* (Ginn); Hugo, *Les Misérables* (Holt); Bazin, *Les Oberlé* (Holt); Bowen, *French Lyrics* (Heath); Barrett Wendell, *The France of To-Day* (Scribner). Prerequisite, French I or two units at entrance. Three hours a week through the year.

III. ADVANCED FRENCH. Sanderson, *Through France and French Syntax* (Silver, Burdett); Hugo, *Hernani* (American Book Company); Rostand, *Cyrano de Bergerac* (Holt); Pailleron, *Le Monde où l'on s'ennuie* (Heath); Hugo, *Notre Dame de Paris* (Ginn); Balzac, *Père Goriot* (Heath); Taine, *L'Ancien Régime* (Heath); Canfield, *French Lyrics* (Holt); Strachey, *Landmarks in French Literature* (Holt); Delpit, *L'Age d'Or de la Littérature Française* (Heath). Prerequisite, French II or three units at entrance. Three hours a week through the year.

IV. (a) FRENCH CLASSICAL DRAMA. Lectures, required reading, reports. Prerequisite, French III. Three hours a week, first semester.

(b) NON-DRAMATIC FRENCH LITERATURE OF THE SEVENTEENTH CENTURY. Lectures, required reading, reports. Three hours a week, second semester.

V. FRENCH LITERATURE OF THE EIGHTEENTH CENTURY. Lectures, required reading, reports. Prerequisite, French IV. Three hours a week through the year.

(Not offered in 1918-19.)

VI. (a) THE ROMANTIC MOVEMENT IN FRANCE, WITH SPECIAL REFERENCE TO LYRIC POETRY. Prerequisite, French IV. Three hours a week, first semester.

(b) THE REALISTIC METHOD OF HONORÉ DE BALZAC. Three hours a week, second semester.

VII. ADVANCED SYNTAX AND COMPOSITION. Prerequisite, French III. One hour a week through the year.

VIII. ADVANCED PHONETICS. Prerequisite, French III. One hour a week through the year.

### **ITALIAN**

PROFESSOR WORTHINGTON

MISS JOHNSON

I. ELEMENTARY ITALIAN. Grandgent, *Italian Grammar* (Heath); Wilkins and Altrocchi, *Italian Short Stories* (Heath); Manzoni, *I Promessi Sposi* (Heath); Goldoni, *Il vero Amico* (Heath). This course presupposes a knowledge of Latin and French. Three hours a week through the year.

II. ADVANCED ITALIAN. Grandgent, *Italian Composition* (Heath); Dante, *Divina Commedia* (Heath); Petrarch, *Il Canzoniere* (Hoepli); Edgren, *Italian Dictionary* (Holt); Garnett, *History of Italian Literature* (Appleton). Three hours a week through the year.  
(Not offered in 1918-19.)

### SPANISH

PROFESSOR WORTHINGTON

MISS PINKERTON

I. ELEMENTARY SPANISH. Espinosa and Allen, *Elementary Spanish Grammar* (American Book Company); Hills, *Spanish Tales for Beginners* (Holt); Carrion y Aza, *Zaragüeta* (Silver, Burdett); Alarcón, *El Capitán Veneno* (Allyn and Bacon); Galdós, *Marianela* (American Book Company). This course presupposes a knowledge of Latin and French. Three hours a week through the year.

II. ADVANCED SPANISH. Umphrey, *Spanish Prose Composition* (American Book Company); Cervantes, *Don Quijote* (Heath); Lope de Vega, *La Moza de Cántaro* (Holt); Calderón, *La Vida es Sueño* (American Book Company); Galdós, *Doña Perfecta* (American Book Company); Ibañez, *La Barraca* (Holt); Echegaray, *O Locura ó Santidad* (Heath); *Pequeño Larousse Ilustrado*; Fitzmaurice-Kelly, *Spanish Literature* (Appleton). Three hours a week through the year.

### GERMAN

DR. JOHNSON

I. ELEMENTARY GERMAN. Three hours a week through the year.

II. INTERMEDIATE GERMAN. Rapid readings from modern prose, with exercises in German composition. Prerequisite, German I or two units at entrance. Three hours a week through the year.

III. GERMAN CLASSICAL DRAMA. Selections from the dramas of Lessing, Schiller, and Goethe. Lectures on the history of German literature and advanced prose composition. Prerequisite, German II or three units at entrance. Three hours a week through the year.

IV. NON-DRAMATIC LITERATURE OF THE NINETEENTH CENTURY.

- (a) The Romantic Movement.
- (b) Development of the short story and novel.

Prerequisite, German III. Three hours a week through the year.

V. (a) NINETEENTH CENTURY DRAMA. Special study of Kleist, Grillparzer, Hebbel.

- (b) GOETHE'S FAUST, PART I.

Prerequisite, German IV. Three hours a week through the year.

VI. GOETHE AND SCHILLER. Special attention will be given to their dramatic works and selected lyrics. Prerequisite, German IV or V. Three hours a week through the year.

## LATIN

ASSOCIATE PROFESSOR LUMMIS

I. Livy, *Books 21-22* (abridged edition); Terence, *Phormio*; *Rome and Carthage*, R. B. Smith; Horace,

selections from *Odes and Epodes*; Latin Writing. Three hours a week, one year.

II. Catullus, Tibullus, Propertius. Horace, *Satires and Epistles*. Mackail's Latin Literature. Three hours a week, one year.

III. Plautus's *Captivi*; Terence's *Andria*; Lucretius's *De Rerum Natura*; Mackail's *History of Latin Literature*. Three hours a week, one year. Given alternately with Course IV.

IV. Pliny's *Letters*; Juvenal; Martial; Tacitus's *Annals*; Capes's *Early Empire*. Three hours a week, one year. Given alternately with Course III. Both are junior and senior electives.

V. LATIN COMPOSITION. One hour a week, one year. Junior and senior elective.

VI. ROMAN LIFE AND ART. A study of the topography and buildings of ancient Rome; the Roman house and furniture, family life, education, religion, occupations and amusements. Lectures, lantern slides, and assigned reading. A knowledge of Latin not essential. Two hours a week, one year.

VII. BEGINNERS' COURSE IN GREEK. Three hours a week, one year.

## HISTORY AND ECONOMICS

ASSOCIATE PROFESSOR SPARROW

ASSOCIATE PROFESSOR SMITH

MISS COLLINS

I. GENERAL EUROPEAN HISTORY. This course includes the general movements of European history from the fall of Rome to the present day. It covers, in the first semester, the development of the chief institutions

of the Middle Ages, such as feudalism, the church, the mediaeval empire; and is followed in the second semester by a study of the Renaissance, the Reformation, the religious and political wars, and the development of democracy. Three hours a week, one year. Required in all courses.

**II. HISTORY OF THE RENAISSANCE.** This course contains, first, the political history of Europe during the fourteenth and fifteenth centuries with the quickened life of the people as it manifested itself in arts, letters, science and discovery. Second, it covers the Reformation and the Reaction. This course presupposes Course I. Three hours a week, one year.

**III. HISTORY OF THE UNITED STATES FROM 1787 TO THE PRESENT DAY.** A study of the making and development of the Constitution of the United States, with special reference to the social and economic forces which shaped party government, and influenced the interpretation of the Constitution. Three hours a week, one year. Junior and senior elective.

**IV. EUROPEAN HISTORY — NINETEENTH CENTURY AND AFTER.** The aim of this course is to give an understanding of present-day conditions and problems. It considers, first, the inheritance of the nineteenth century, in science, economic and political ideas. It covers the industrial and political development of Europe during the nineteenth century; and includes a study of socialism, emigration and colonial acquisition and government. Three hours a week, one year. Junior and senior elective.

This course alternates with Course III.

**V. HISTORY OF GREEK CIVILIZATION.** The aim of this course is to trace the rise and fall of the Greek City-State from the Homeric Age to Alexander the Great, to show how, through the conquests of Alexander, Western Asia and Egypt were Hellenized, and Greek culture and art handed on to the Roman world. The study is based largely upon the source material found in translations of the Greek historians and poets. Two hours a week, one year.

**VI. HISTORY OF ROME.** This course is designed to be complementary to Course VI (Roman Life and Literature) under Latin. Being a one-hour course, it will be mainly a lecture course accompanied by extensive collateral readings in Mommsen, Bury, and other authorities on Roman history. One hour a week, one year.

**VII. ECONOMICS.**

(a) Elements of Economics. This course deals with general economic theory, and aims to give some training in economic reasoning. Three hours a week, first semester.

(b) Economic Institutions. The organization of modern industry is studied, with special reference to money, credit, labor unions, tariff, corporations, and trusts. Three hours a week, second semester. Junior and senior elective.

**MATHEMATICS**

ASSOCIATE PROFESSOR MORENUS

I. (a) SOLID GEOMETRY. Three hours a week, one semester.

(b) ALGEBRA AND PLANE TRIGONOMETRY. Three hours a week, one semester.

NOTE.—Those who have completed in preparatory schools a course in Solid Geometry may, with the permission of the head of the department, substitute II for I (a). Those who have also completed a satisfactory course in Plane Trigonometry may take III instead of I (a) and (b). Credit for either I (a) or I (b), taken in preparatory schools, is given only on examination.

II. ALGEBRA, including the progressions, permutations and combinations, undetermined co-efficients, the elementary treatment of infinite series, the binomial theorem for fractional and negative exponents, theory of logarithms, determinants, elementary theory of equations. Open to all who have fulfilled the entrance requirements in Algebra. Three hours a week, one semester.

III. PLANE ANALYTIC GEOMETRY, WITH AN INTRODUCTION TO SOLID ANALYTIC GEOMETRY. Three hours a week through the year. Prerequisite, Course I.

IV. DIFFERENTIAL AND INTEGRAL CALCULUS. Three hours a week through the year. Prerequisites, Courses I and III.

V. PROJECTIVE GEOMETRY. Three hours a week, one semester. Prerequisites, Courses I and III.

VI. DIFFERENTIAL EQUATIONS. Three hours a week for one semester or two semesters. Prerequisites, Courses I, III and IV.

#### VII. ANALYTIC MECHANICS.

(a) STATICS. Three hours a week, one semester. Prerequisites, Courses I and III.

(b) DYNAMICS. Three hours a week, one semester. Prerequisites, Courses I, III and IV.

This course may be taken parallel with the second semester of IV.

## CHEMISTRY AND PHYSICS

ASSOCIATE PROFESSOR NEUFFER

MISS JOHNSTON

I. GENERAL INORGANIC CHEMISTRY. A course designed to give the student a definite conception of the fundamental laws of chemistry; it furnishes a survey of the important facts concerning the chemistry of the metals and non-metals and their compounds. Three class periods and two two-hour laboratory periods a week, one year.

II. (a) QUALITATIVE ANALYSIS. A study of the principles and practices of qualitative analysis. Emphasis is laid upon the application of the laws of chemical equilibrium, and the theories of solution, and of electrolytic dissociation to the practical problem of the analyst. Prerequisite, Chemistry I. Three class periods and two three-hour laboratory periods a week, first semester.

II. (b) QUANTITATIVE ANALYSIS. An introductory course in gravimetric and volumetric analysis. Prerequisite, Chemistry II (a). One class period and two three-hour laboratory periods a week, second semester.

III. ORGANIC CHEMISTRY. A study of the chief classes of organic compounds of the aliphatic and aromatic series. Prerequisite, Chemistry I. Three class periods and two three-hour laboratory periods a week, one year.

**IV. ADVANCED INORGANIC CHEMISTRY.** A study of the rare elements, peroxides, complex salts, hydrates and molecular compounds; recent theories of inorganic chemistry, including colloids; radioactivity; the electron; valence; structure, and coördination theories; the periodic system. Prerequisites, Chemistry II (a), II (b), and III. Two class periods and two three-hour laboratory periods a week, one year.

Courses IV and V will be given in alternate years.

**V. ADVANCED ORGANIC CHEMISTRY.** A study of the principles and practices of organic chemistry as applied to important classes of organic compounds, including coal-tar dyes, carbohydrates, alkaloids, terpenes, uric acid derivatives, and ptomaines; special topics, including tautomerism, stereoisomerism, and the electron theory applied to organic compounds. Prerequisites, Chemistry II (a), II (b), and III. Two class periods and two three-hour laboratory periods a week, one year.

Courses V and IV will be given in alternate years.

**VI. (a) APPLIED CHEMISTRY.** A course including the chemistry and analysis of foods; ore, soil, and water analysis; dyeing processes. Prerequisites, Chemistry II (a), II (b), and III. Two class periods and two three-hour laboratory periods a week, first semester.

**VI. (b) BIO-CHEMISTRY.** The course includes a preliminary study of such substances as fats, carbohydrates, and proteins; a study of such physiological chemical processes as the action of enzymes, salivary, gastric and pancreatic digestion; metabolism; determination of normal and pathological constituents of urine;

the problems of dietetics. Prerequisites, Chemistry II (a), II (b), and III. Three class periods and two three-hour laboratory periods a week, second semester.

VII. HISTORY OF CHEMISTRY. A study of the classical memoirs of the Greek philosophers, the tenets of the alchemists, and the researches of the past century which have developed the atomic, structure, and valence theories of modern chemistry. Prerequisites, Chemistry II (a), II (b), and III. Three class periods a week, one semester.

Arranged to correlate with Biology III.

I. GENERAL PHYSICS. A course covering the fundamental principles of mechanics, sound, heat, light, electricity, and magnetism. Three class periods and two two-hour laboratory periods a week, one year.

IIa. ELECTRICITY AND MAGNETISM. Three lecture periods per week, first semester.

IIb. RADIOACTIVITY. Three lecture periods per week, second semester.

## BIOLOGY

ASSOCIATE PROFESSOR HOWLAND

MISS FISK

I. GENERAL BIOLOGY. The aims of this course are to give the student a comprehensive view of the general principles and fundamental facts of Biology, and to train her to keen observation, accurate investigation, and independent judgment. Lectures and text-books present questions of biologic importance, such as ecology, evolution, and heredity, and also deal with the general

characters and relationships of the various forms studied. Common forms from both plant and animal kingdoms are chosen for study in laboratory and field, as a basis for the clear understanding of the elementary principles of morphology, physiology, histology and embryology. Lectures, three hours a week; laboratory, four hours; one year.

**II. BIOLOGICAL TECHNIQUE.** Prerequisite, Biology I. This course is designed for students who expect to continue work along biological lines, as technicians, as hospital assistants, or as teachers. It deals with the most important methods of killing, fixing, sectioning, and staining material for slide examination. Laboratory course, nine hours a week, one year.

**III. HISTORICAL BIOLOGY.** Prerequisite, Biology I. This course presents a brief survey of the growth of scientific thought and development of biologic sciences from the Greek Epoch down to modern times. Lecture and library course, three hours a week, one semester.

## ZOOLOGY

**I. INVERTEBRATE ZOOLOGY.** Prerequisite, Biology I, except by special arrangement. In this course a comparative study of the main phyla is made, approached by means of laboratory work upon selected representatives. The lectures comprise a survey of the various phyla, and are supplemented by the study of some standard text. Lectures, three hours a week; laboratory, four hours; one year; elective.

**II. ANIMAL HISTOLOGY.** Prerequisites, Biology I and Zoölogy I, or Botany I. This course deals with the

microscopic study of animal tissues, and is especially designed for prospective medical students. Some practice in the histological preparation of tissues is obtained. Laboratory, eight hours; lecture, one hour; one semester.

III. EMBRYOLOGY. Prerequisite, Zöölogy II. This course will include a brief study of the embryological development of several invertebrate types, as well as the frog, chick and rabbit.

IV. HUMAN PHYSIOLOGY. Prerequisite, Biology I. A study of the structure and functions of the various systems of the human body, including a series of experiments in reactions of special sense organs, in muscle contraction, with kinograph records, etc. Lecture, three hours a week; laboratory, four hours; one year. Elective.

## BOTANY

I. GENERAL BOTANY. This course treats of plant structures, the relation of plants to their environment, and plant physiology. A comparative study is made of the morphology of the main plant groups and the evolution of the plant kingdom. The laboratory studies are accompanied by field work. Lectures, three hours a week; laboratory, four hours; one year. Sophomore elective.

II. TAXONOMY. Prerequisite, Botany I. In the first semester this course deals with the natural history of the Cryptogams. A study is made of the structure and classification of the Algae, Lichens, Liverworts, Mosses, and Ferns. Practical experience is gained in the collection, determination and preservation of these plants.

The taxonomy of the Phanerogams is treated in the second semester. The course aims to give the student independence in the determination of the flowering plants in any region by the use of manuals and keys. A study is made of our common trees in their winter and their summer aspects. When possible, the laboratory work will be conducted in the field. Lectures, three hours a week; laboratory and field work, four hours; one year. Either group may be taken as a semester course.

**III. ECOLOGY AND GEOGRAPHICAL DISTRIBUTION.** Prerequisite, Botany I. This course treats of plants in relation to their environment. The ecology of plant structure and behavior is considered. The work includes a study of plant associations and the various factors which influence their distribution. Lectures, three hours a week; laboratory and field work, four hours; one semester.

**IV. HORTICULTURE AND LANDSCAPE GARDENING.** Prerequisite, Botany I. This course aims to give a knowledge of cultivated plants, their habit and culture, and to apply this knowledge to the general principles of landscape architecture and gardening. The lectures on propagation and culture are supplemented by practical garden work. Lectures, three hours a week; laboratory and field work, four hours; one semester.

Botany II alternates with Botany III and IV.

**V. HISTOLOGY AND EMBRYOLOGY.** Prerequisite, Botany I. This course includes a detailed study of all structure and division, and a comparative study of plant tissues and organs. The problems of evolution and variation are discussed. Considerable practice is given in the

technique of histological and cytological preparations. Lectures, three hours; laboratory, four hours; one year.

## PSYCHOLOGY

ASSOCIATE PROFESSOR SIMRALL

I. PSYCHOLOGY. An elementary course in general principles. Text-book work, collateral reading, and simple experiments. Open to juniors and seniors. Open to sophomores by special permission. Three hours, one year.

Ia. ELEMENTARY PSYCHOLOGY. A brief course in the fundamental principles of psychology. Open to seniors, juniors, or sophomores expecting to take Educational Psychology. Three hours, one semester.

EDUCATIONAL PSYCHOLOGY. Education, its purpose and meaning; education in its relation to psychology; the psychology of learning. Prerequisite, Course I or Course Ia. Three hours, second semester.

ETHICS. A study of the conditions and ideals of human conduct. Open to juniors and seniors. Two hours, one year.

## HOME ECONOMICS

ASSOCIATE PROFESSOR PRYOR

I. NUTRITION AND ELEMENTARY COOKERY. This course comprises a study of foods on the basis of the food principles. It takes up their production, manufacture, adulterations, costs, care in the home, and nutritive value. The laboratory work is closely connected with the lectures. It includes the chemical and physical

properties and the biological relations of the food principles, their application in the preparation of foods, the planning of dietaries and the serving of meals. Two periods a week, lectures; four periods a week, laboratory. Prerequisite, Chemistry I. Sophomore elective.

**II. MENU PLANNING AND ADVANCED COOKERY.** Prerequisites, Chemistry I, or its equivalent, Home Economics I. This course is a continuation of Home Economics I. More complex dishes and a greater variety of combinations are prepared and served. Each student is responsible for the marketing, preparation and serving of a luncheon, also the presentation of a demonstration solving a present-day food problem. The lectures include the study of the processes involved in the preparation, storage, and handling of the staple foods as found in the market; food legislation and inspection; demand and supply, and the responsibility of the buyer. Two periods a week, lectures; four periods, laboratory. Prerequisite, Home Economics I, Chemistry I, Organic Chemistry, or Biology.

#### **DEPARTMENT OF PHYSICAL EDUCATION**

**PROFESSOR HARLEY, M. D.**

**MISS GUION**

**I. HYGIENE.** A practical course in the structure and development of the body with a view of inspiring greater respect and care for the mechanism. The influence of good and bad environment on health. Diet, clothing, exercise, sleep, emergencies. One hour a week for one year. Required of all freshmen.

**II. PHYSIOLOGY AND SANITATION.**

(a) Physiology of nutrition, the nervous system, the ductless glands. Three hours a week for one semester. Prerequisite, one year of biology and chemistry.

(b) Home and municipal sanitation, educational hygiene, child nurture, neighborhood work, first aid, contagious diseases. Three hours a week for one semester. Prerequisite, first semester of physiology.

**PHYSICAL TRAINING.**

I. (a) Swedish drill and apparatus work. Two hours a week during winter term.

I. (b) Corrective gymnastics designed to meet the needs of individual cases. Twice a week during the winter term.

II. OUTDOOR SPORTS. Basket-ball, baseball, tennis, hockey, and swimming. Two hours a week during fall and spring terms.

Courses I and II required of freshmen and sophomores.

III. DANCING. Folk and æsthetic dancing. Two hours a week during winter and spring terms. Elective for all students.

**MUSIC****MISS YOUNG**

MISS CRAWFORD

MISS BARBOUR

MISS HULL

MISS WILLIAMS

**THEORETICAL AND HISTORICAL COURSES.**

I. THEORY OF MUSIC. This course includes a thorough study of notation, rhythm, scales, intervals, elemen-

tary harmony and analysis. Ear training and keyboard exercises. One hour a week, one year. Will count towards the B. A. degree as a freshman elective. Open to special students.

**II. HARMONY.** Chords, harmonizing of melodies, cadencies, dissonances, sequences, non-harmonic tones, organ point, altered chords, modulation. Two hours a week, one year. Open to all who have completed Course I. Will count towards the B. A. degree as sophomore and junior elective. Open to special students.

**III.** This course extends from the beginning of the study of notation through the formation and connection of chords, harmonization of melodies, use of non-harmonic tones, and modulation. It aims to give a thorough familiarity with tonalities and part writing. Three hours a week, one year. Sophomore, junior and senior elective. Open to special students.

**IV. COUNTERPOINT.** Three hours a week, one semester. Open to all who have completed the course in Harmony. Will count toward the A. B. degree.

**V. ANALYSIS AND FREE COMPOSITION IN SMALL FORMS.** Three hours a week, one semester. Open to all who have completed Course IV. Will count toward the A. B. degree.

**VI. HISTORY OF MUSIC.** Music of the ancients, early church music, the polyphonic schools, rise of homophony, transition to modern tonality, and general history to the period of the great masters. Study of the classic, romantic and modern schools of composition, history of instru-

ments and the lives of the great composers with practical illustrations from their works. Two hours a week, one year. Junior and senior elective. Open to special students.

**MUSICAL APPRECIATION.** This course, which is open to all students and requires no previous musical knowledge, aims to give a general comprehension of music such as will enable the hearer to listen intelligently. It includes an explanation of thematic development; ear training in harmonic perception; description of the principal musical forms, of present-day instruments and the orchestra; a general view of folk and church music, song, oratorio and opera, illustrated by works of representative composers. One hour a week, one year. Does not count towards the A. B. degree.

#### PRACTICAL COURSES.

**COLLEGIATE COURSE IN INTERPRETATIVE PIANOFORTE PLAYING.** Credit towards the degree will be given for practical music in all four years of the college course, when taken in conjunction with prescribed theoretical courses. No student will be admitted to this course unless she has satisfied the entrance conditions. To do this she must be able to play, with due regard to the musical content, the Two-part Inventions of Bach, Haydn Sonata in D major (Peters ed. No. 7), and such pieces as Schubert's "Moments Musicaux," op. 94, No. 2, or Impromptu, op. 142, in A flat, together with correct treatment of the keyboard and pedaling; also in passage work a metronome speed of four notes to 100. The student must also be able to read at sight. Equivalents of the above-mentioned pieces may be offered with the approval of the Director.

I. This course follows chronologically and technically work done to meet the entrance requirements and will include: Bach Three-Part Inventions, sonatas by Haydn, Mozart, and earlier sonatas of Beethoven, smaller compositions of Schumann, Chopin, and modern composers, as well as technique and studies adapted to individual needs. In supplementary class work the student will study musical acoustics, the orchestra and its instruments. No credit will be given for this course unless taken in connection with theoretical Courses I or III. Freshman elective. Open to special students. Two hours throughout the year.

II. In the second year compositions by Scarlatti, Händel, and other early classic writers will be studied, also sonatas by Beethoven, concertos of Mozart, and recital pieces. Co-related work in technique. Two hours throughout the year.

III. The course for the third year will include a study of the suites of Bach, concertos of Beethoven and Mendelssohn, continued study of the Romanticists, together with compositions of MacDowell, Cyril Scott, Debussy, and other modern composers. Advanced technical studies; analysis of compositions.

IV. In the fourth year Preludes and Fugues of Bach will be studied, larger works of Schumann, Chopin, Brahms, Grieg, etc., together with compositions of the modern Russian and French schools. Study of musical forms. Students who have satisfactorily completed this course will have the opportunity of giving a public recital. Two hours throughout the year.

Students whose preparation does not conform to the entrance requirements for college credit will be accepted in the department, but their work will not be counted towards the degree.

**VOICE CULTURE.** The course in solo singing will include control of the breath, correct placement and building of the voice, enunciation, a graded course of vocalises, songs by classic and modern writers, and arias.

**CHORAL SINGING.** Two courses in chorus work are offered:

- (a) For students who have had no previous training.
- (b) Glee club work, for students able to read at sight and having suitable voices.

**VIOLIN.** The course in violin consists of systematic grading of technical work, largely based upon the Sevcik principle of teaching; it embraces standard solos and ensemble work of classic and modern schools.

Students who play orchestral instruments will have the advantage of membership in the Sweet Briar orchestra.

Recitals are given by the faculty and students of the music department; also by visiting artists of repute.

## **ART**

### **(a) HISTORICAL COURSES**

**MISS MC LAWS**

**I. OUTLINE COURSE IN THE HISTORY OF ART.** This course seeks, through various forms of art expression, to give an understanding of the ideals, activities, and re-

sults of the lives of peoples in the evolution of civilization. It also gives an appreciation of the meaning and effect of the Renaissance on modern life. It studies Ancient, Mediæval, Renaissance, and Modern Art. Three hours a week, one year. Sophomore or junior elective.

**II. HISTORY OF PAINTING.** A critical study of the technique, subjects, composition, and historical relations of the great painters of Italy, France, Spain, the Netherlands, Holland, Germany, England, and the United States. Three hours a week, one year. Open to those who have completed Course I.

**(b) PRACTICAL COURSES**

**III. ELEMENTARY DRAWING AND COLOR COURSE.** Drawing and sketching in pencil, charcoal, and color from nature, life, cast, and still life.

This course aims to see and represent things pictorially for form, line, color, and composition. Qualified students may work in oil.

**IV. DESIGN AND APPLIED COURSE.** The theory of harmony in color, form, and material is developed by a logical sequence of problems dealing with pictorial composition, design, and applications to block-printing, stenciling, clay and other mediums of expression.

**V. INTERIOR DECORATION.**

- (a) THE THEORY OF HARMONY IN COLOR.
- (b) FURNISHINGS AND FINISHINGS.
- (c) ORNAMENTS AND DECORATIVE MATERIAL.

This section of the course deals with the finishing of interior woodwork of one's home, the choice and treat-

ment of walls, the selection and placing of furniture and rugs, the choice and arrangement of pictures, with their frames, all bric-a-brac and other material connected with house furnishing.

VI. Commercial Advertising.

VII. Jewelry and simple flat metal course.

**LECTURE AND CONCERT COURSE 1917-1918****LECTURERS 1917-1918**

Mrs. Beatrice Forbes-Robertson Hale: "The Drama as a Social Force."

Dean Lois Kimball Mathews: "College Women of To-Day and of To-Morrow."

Major Ian Hay Beith: "Carrying On."

Mr. Henry Oldys: "Food Conservation."

Mr. Henry Oldys: "Bird Lore and Bird Notes."

Miss Helen Fraser: "Women and War Work."

Dr. Lindsay Rogers: "America and Foreign Relations."

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**CONCERTS 1917-1918**

Mr. John Powell, pianist.

Mme. Merle Alcock, contralto.

Mr. Bechtel Alcock, tenor.

Mr. Edward Morris, pianist.

Mrs. David Mannes, pianist.

Mr. David Mannes, violinist.

## GENERAL INFORMATION

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### EXPENSES FOR THE YEAR

Checks should be made payable to Sweet Briar Institute.

Tuition .....	\$150.00
Board, room, laundry.....	350.00
Library, lecture, and church dues.....	12.00
Infirmary fee .....	10.00

#### Extra charges.

For single room or share in suite.....	50.00
Fee for each course in laboratory science.....	10.00
Diploma .....	5.00
Art .....	75.00

#### Music.

Music, piano, tuition from Director.....	125.00
"    "    "    "    Instructor .....	90.00
"    use of piano for practice.....	15.00
"    vocal .....	90.00
"    use of piano for vocal practice.....	10.00
"    violin .....	90.00
"    use of room for violin practice.....	5.00

*Of the above charges the sum of two hundred and eighty-one dollars and fifty cents is payable at entrance. One-half of any extra charge for the year is also due at entrance. The remainder is due February first, at which time a bill will be rendered.*

At the time of application for admission a fee of ten dollars must be deposited by each student to secure a room. This fee will be deducted from the first payment.

It will be forfeited in case of withdrawal unless notice of such withdrawal is given before August fifteenth of the year for which application is made.

**LAUNDRY.**—Eighteen pieces are allowed weekly. All above this amount are charged for at regular rates.

**INFIRMARY.**—The charge for infirmary fee includes all attention from the physician, medicines and dressings, and two weeks in the infirmary where extra nursing is not required. In case of serious or contagious illness where a special nurse is required, the cost of the nurse and the nurse's board is charged to the student. In case a student is in the infirmary for a total length of time exceeding two weeks, even though any one visit is less than two weeks, the extra time will be charged for at the rate of \$1.50 a day.

**BOOKS AND STATIONERY.**—Books and stationery may be obtained from the Students' Book Shop. A deposit of \$15.00 must be made *with the Book Shop* to cover the cost of books. Any balance will be returned in June. No books will be ordered without the deposit. Checks should be made payable to the Students' Book Shop. The management of the Book Shop is entirely separate from the college.

**GUESTS.**—A charge at the rate of two dollars and a quarter a day is made for guests who stay at the college.

As the accommodations for guests are limited, arrangements for their reception must be made in advance with the superintendent of the housekeeping department.

Guests may not be lodged in the dormitories.

Guests can not be accommodated at the college for more than a few days at a time.

**RECESS AND OTHER CHARGES.**—A charge of two dollars a day or ten dollars a week is made for students and all other persons who remain at the college during the Christmas and spring recess.

An extra charge is made for meals sent to rooms.

### **DEDUCTIONS AND REFUNDS**

No deduction will be made from payments for tuition except tuition in music.

No deduction or refund of any kind will be made unless the absence of the student, delay in arriving or withdrawal, is for reasons meeting the approval of the President of the College. In such cases a deduction or refund at the rate of thirty dollars a month will be made for board, and at the rate of eight dollars per month for music, either vocal or instrumental. This deduction is reckoned from the time the formal notice of withdrawal is received. The periods of Christmas or spring vacation are not included in reckoning a refund.

### **SCHOLARSHIPS AND STUDENTS' AID**

In accordance with the wish of the founder of the college, Mrs. Indiana Fletcher Williams, ten scholarships of the value of one hundred and fifty dollars each are given on the recommendation of the President to such applicants as are deemed worthy.

The proceeds of the Tea Room have been invested and the interest furnishes a limited number of scholarships.

A few remunerative positions are open in the college for students desiring such opportunities.

### EQUIPMENT

LOCATION.—Sweet Briar College is located in the Piedmont section of Virginia, twelve miles north of Lynchburg and one hundred and sixty-three miles south of Washington on the main line of the Southern Railroad. See map on page 81.

GROUNDS.—The college grounds consist of about three thousand acres. The campus, with its green lawns, its ancient woodlands, its gardens and meadows, gives ample opportunity for the most extensive sports and exercise. A pleasant lake affords boating and swimming in the fall and spring, and skating in winter. The athletic field provides for hockey, basket-ball and tennis. The unusual extent and beauty of the campus and the charm of the surrounding Blue Ridge Mountains make riding, driving and cross-country walking particularly popular with the students.

A large farm and dairy supply the college with fruits, vegetables, cream and milk.

BUILDINGS.—The present college buildings have been erected in accordance with a plan for a group of sixteen buildings. These buildings, of a uniform style of architecture, are to be connected by arcades. The plan provides for two quadrangles: one containing eight dormitories, a refectory, a chapel, and a gymnasium; the other, the academic building, the art building, the library, the science hall and the industrial building. Of these buildings, five dormitories and the academic building have been erected.

Sweet Briar House, the beautiful old Virginia home-stead of the founder of the college, is now the President's house and contains the administrative offices.

In addition, there are four other houses—residences of the professors—a steam laundry, a cold-storage plant, a creamery, a power-house, and a building containing the Tea Room and Book Store.

All of the buildings are heated by steam and lighted by electricity.

The dormitories have every modern convenience, including shower-baths, and are comfortably and attractively furnished. They contain single rooms, double rooms and suites, and each dormitory has its own reception-room.

The academic building contains large and well-lighted classrooms, an art studio, and the science laboratories. At present the library is housed in the academic building. It consists of about six thousand well-selected volumes in addition to the general reference books and magazine files. The reading-room supplies the leading papers and periodicals.

The assembly hall, in which religious services and all public exercises are held, is a large admirably lighted room seating four hundred persons.

The gymnasium, located in Grammer Hall, is equipped with modern apparatus.

## HEALTH

A physician of excellent training and experience resides on the campus. She makes a thorough physical examination of every student who enters college, and

supervises the health of the students and the general living conditions of the college.

The infirmary comprises four bright, pleasant rooms and is under the management of a resident nurse. Special attention is paid to the infirmary diet. The physician's suite and the room of the nurse are connected with the infirmary.

Owing to the unexcelled opportunities for out-of-door life, the exceptionally fine climate and a pure water supply, the health of the students is unusually good, and many who can not successfully complete their college courses in a more rigorous climate and under more confining conditions can do their work at Sweet Briar with a steady improvement in health.

### RELIGIOUS LIFE AND SERVICES

While strictly non-sectarian, the college emphasizes the fundamental principles of Christianity. Daily religious exercises and Sunday services are held in the chapel. Attendance is required at the daily and Sunday services.

Voluntary Bible classes are organized among the students in addition to the regular courses offered in the curriculum.

A branch of the Young Women's Christian Association has charge of the Sunday evening services and has organized and actively directs practical social work at Sweet Briar.

A resident chaplain conducts the various services and devotes his time to furthering the religious life of the college. Visiting ministers of various denominations frequently conduct the Sunday services.

## GOVERNMENT

The discipline of the college is educative in character and rests largely in the hands of the Student Government Association. The College Council, composed of three representatives from the faculty, the president of the Student Government Association and a representative from each of the classes, is an advisory and recommending body.

Every freshman is assigned to a member of the faculty who acts as adviser in classification and in matters that concern the welfare of the student. The same adviser is continued throughout the sophomore year.

The honor system obtains at the college and all tests and examinations are given under this system. Any violation of its requirements constitutes an offense of great seriousness.

## MISCELLANEOUS

The Sweet Briar omnibus runs between the college buildings and the station and meets regularly all local trains. Persons expecting to arrive or depart on other trains should notify the Business Manager.

The college may be reached directly by wire or by long-distance telephone.

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Announcements of Sweet Briar Academy, a preparatory school connected with the college, will be sent upon application.

**GENERAL REGULATIONS**

At the close of each recess every student is expected to be at the college at the time specified. In case of unavoidable detention she must notify the President before the close of the recess, and after her return she must present the reasons for the delay to the faculty.

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Every student must supply her own soap and towels and an extra blanket or comfort.

All garments sent to the laundry must be marked with Cash's woven names.

**STUDENTS****SENIORS**

Barkalow, Vivienne.....	Denver, Colorado
Bowers, Iloe.....	Kirklin, Indiana
Carroll, Cornelia Dotterer.....	Clarksdale, Mississippi
Case, Louise.....	East Cleveland, Ohio
Gibbon, Corinne.....	Charlotte, North Carolina
Guggenheim, Cilla.....	Lynchburg, Virginia
Kintzing, Gertrude.....	Hanover, Pennsylvania
Lowman, Elizabeth.....	Lowman, New York
McVey, Margaret.....	Richmond, Virginia
Marshall, Catherine.....	Rock Island, Illinois
Martin, Marianne Read.....	Norfolk, Virginia
Pratt, Jane C.....	Highland, New York
Reed, Mary S.....	New York City
Seaver, Charlotte de Beaumont.....	Cleveland, Ohio
Smith, Eleanor Ramsey.....	Newark, New Jersey
Sollitt, G. Elanette.....	Chicago, Illinois
Turk, Esther Cornwall.....	Geneva, New York
Walker, Ida Thames.....	Louisville, Kentucky

**JUNIORS**

Anderson, Henrietta.....	Breckenridge, Minnesota
Block, Katherine D.....	Caldwell, New Jersey
Eggleston, Elizabeth.....	Blacksburg, Virginia
Freeman, Florence Stuyvesant.....	Mount Vernon, New York
Gilmore, Delia-May.....	Chicago, Illinois
Gilmore, Rosanne.....	Dayton, Ohio
Hammond, Louise S.....	Covington, Virginia
Hodge, A. Elizabeth.....	Cincinnati, Ohio
Luke, Isabel.....	Covington, Virginia
Miller, Virginia.....	Austin, Texas
Neal, Dorothy.....	Boise, Idaho
Nixon, Mary Jones.....	Boonville, Missouri
Payne, Josephine.....	Covington, Virginia
Schurman, Lee Ottila.....	Fremont, Nebraska
Sharpe, Caroline Johnston.....	Wilkes-Barre, Pennsylvania

Thomson, Mildred Quarles.....	Norfolk, Virginia
Towne, Catherine Bell.....	Evanston, Illinois
Valentine, Dorothy.....	Woodbridge, New Jersey
Wallace, Dorothy Elizabeth.....	Veedersburg, Indiana
Wild, Hannah Frances.....	Indianapolis, Indiana
Wood, Isabel Hedges.....	Charlottesville, Virginia

**SOPHOMORES**

Ball, Geraldine.....	Tampa, Florida
Barret, Gwendolyn.....	Louisa, Virginia
Barry, Myrel.....	Idaho Falls, Idaho
Beeson, Helen.....	Columbus, Ohio
Bigger, Madeline Russell.....	Richmond, Virginia
Bishop, Helen.....	Logansport, Indiana
Crabbs, Mary Virginia.....	Crawfordsville, Indiana
Freiberg, Caroline P.....	Cincinnati, Ohio
Gauss, Pauline.....	Peoria, Illinois
Guthrie, Helen-Mar.....	Mattoon, Illinois
Hammond, Mattie D.....	Covington, Virginia
Hanna, Nancy P.....	Washington, D. C.
Hicks, Alleine Brent.....	Oxford, North Carolina
Hulburd, Ruth Mary.....	Cleveland, Ohio
Johnston, Helen Rutherford.....	Richmond, Virginia
Kemp, Katherine Furman.....	New York City
Knapp, Roberta F.....	Rockford, Illinois
Loney, Corinne Speck.....	Superior, Wisconsin
McGeorge, Rebecca.....	Wilmington, Delaware
McNeal, Idelle Mortimer.....	Fairport, Virginia
Massie, Ida Watkins.....	Richmond, Virginia
Merrell, Virginia Jane.....	Coshocton, Ohio
Pennypacker, Elmyra Wells.....	Phoenixville, Pennsylvania
Raiff, Mary Frances.....	Rutherford, New Jersey
Rozelle, Maynette.....	Chambersburg, Pennsylvania
Sawyer, Lelia R.....	Englewood, New Jersey
Sloan, Edna.....	Cleveland, Ohio
Webb, Isabel.....	Cleveland, Ohio
Wiener, Marie.....	Chicago, Illinois

**FRESHMEN**

Adams, Emma.....	Richmond, Virginia
Ahara, Josephine.....	Mishawaka, Indiana
Allen, Rhoda M.....	Olean, New York
Anderson, Gertrude.....	Findlay, Ohio
Armistead, Ruth.....	Churchland, Virginia
Babcock, Alice.....	Columbia, South Carolina
Baldwin, Elizabeth Irwin.....	Norfolk, Virginia
Brosius, Genevieve.....	Lock Haven, Pennsylvania
Bruner, Julia.....	Akron, Ohio
Cerf, Dorothy.....	Montclair, New Jersey
Claxton, Ann Elizabeth.....	Washington, D. C.
Cole, Elizabeth J.....	Chicago, Illinois
Cordes, Katherine.....	Chicago, Illinois
Davis, Katharine.....	Milford, Delaware
Deekens, Margaret Lamar.....	Cumberland, Maryland
Duriell, Edith M.....	Cincinnati, Ohio
Ernest, Frances .....	Dallas, Texas
Eldridge, Willie Belle.....	Gregory, Arkansas
Ellis, Mildred M.....	Pittsburgh, Pennsylvania
Ellsworth, Fanny G.....	Bronxville, New York
Ertel, Elizabeth Doretta.....	West Philadelphia, Pennsylvania
Evans, Alice .....	Streator, Illinois
Evans, Frances.....	San Antonio, Texas
Evans, Marion E.....	New York City
Finke, Eleanor.....	Cincinnati, Ohio
Flanner, Hildegarde.....	Indianapolis, Indiana
Geer, Ruth.....	Toledo, Ohio
Glenn, Ethel M.....	Temple, Texas
Godwin, Isabel M.....	Richmond, Virginia
Gould, Mary Eleanor.....	Shreveport, Louisiana
Greer, Oden.....	Houston, Texas
Gschwindt, Christine.....	Rockford, Illinois
Guilbert, Julia.....	Ashland, Virginia
Hanitch, Catherine L.....	Superior, Wisconsin
Hauch, Katherine.....	Johnstown, Pennsylvania
Helmick, Frances V.....	Fairmont, West Virginia
Ives, Florence Bliss.....	Upper Montclair, New Jersey

Job, Dorothy Ann.....	Ashland, Kentucky
Klingelhofer, Olivia.....	Pittsburgh, Pennsylvania
Ladd, Kathrine Elvans.....	Mobile, Alabama
Lincoln, Marian F.....	Montclair, New Jersey
Lundholm, Ruth.....	St. Paul, Minnesota
McCaa, Nellie.....	Norfolk, Virginia
MacDonnell, Emma B.....	Austin, Texas
McLemore, Mary Willis.....	Suffolk, Virginia
McNally, Mary B.....	Renala, Mississippi
Matthews, Marie.....	Columbia, South Carolina
Millard, Georgea G.....	Toledo, Ohio
Mitchell, Olive E.....	Bedford, Indiana
Moore, Barbara Minor.....	Marion, South Carolina
Moore, Halle V.....	Clarksdale, Mississippi
Morris, Edith Marjorie.....	Evanston, Illinois
Nelson, Dorothea.....	Rockford, Illinois
North, Marion.....	Rockford, Illinois
Pennewill, Katharine Ellison.....	Dover, Delaware
Perkins, Martha Garland.....	Norfolk, Virginia
Petritz, Margaret Louise.....	Rockford, Illinois
Pochat, Louise.....	Norwood, Ohio
Powell, Dorothy Duer.....	Kansas City, Missouri
Pryor, Dorothy B.....	Philadelphia, Pennsylvania
Rouse, Shelley Reade.....	Covington, Kentucky
Schladermundt, Rosaline.....	Bronxville, New York
Schold, Sigrid M.....	North Branch, Minnesota
Scovell, Florence L.....	Shreveport, Louisiana
Shafer, Marian D.....	Brockport, New York
Shayler, Ernestine Lee.....	Seattle, Washington
Shepherd, Helen Cornelia.....	Oak Park, Illinois
Shoop, Sarah Elizabeth.....	Suffolk, Virginia
Short, Ophelia E.....	Lawrenceville, Virginia
Simpson, Ruth.....	Lowell, Massachusetts
Smith, Emma H.....	Hattiesburg, Mississippi
Smith, Harriet Esther.....	Hanover, Pennsylvania
Stinson, Mary G.....	Mount Vernon, Indiana
Taylor, Claire.....	Excelsior, Minnesota
Taylor, Katherine.....	Memphis, Tennessee

Taylor, Mary R.	Richmond, Virginia
Thams, Gertrude Julia	Denver, Colorado
Thompson, Laura Love	Greensboro, North Carolina
Thompson, Miriam C.	Brockport, New York
Warwick, Lucille	Memphis, Tennessee
Weichselbaum, Nina	Macon, Georgia
White, Julia Guthrie	Chicago, Illinois
Wilson, Ethel	Avondale, Pennsylvania
Wolf, Ellen Elizabeth	Wilkes-Barre, Pennsylvania

### IRREGULAR STUDENTS

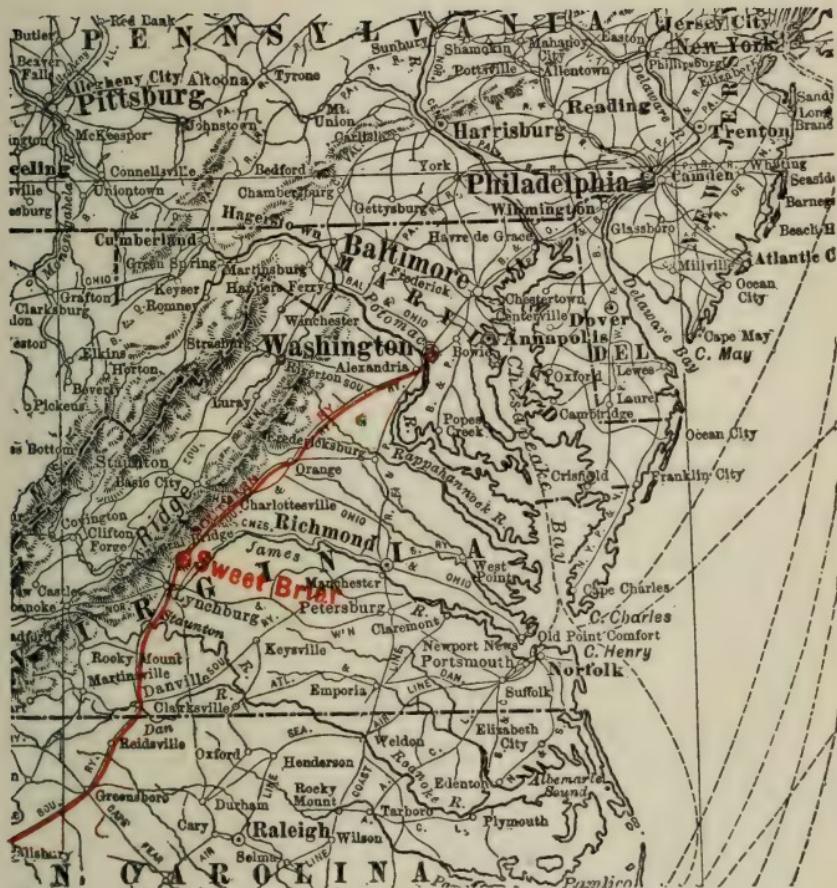
Abraham, Marjorie	Montgomery, Alabama
Albers, Julia K.	Fort Smith, Arkansas
Armstrong, Katherine	Paris, Texas
August, Betty Lee	Cleveland, Ohio
Blanks, Russe	Vicksburg, Mississippi
Born, Carrie Lou	Atlanta, Georgia
Brewer, Minnie	Clarksdale, Mississippi
Cato, Mabel Frances	North Emporia, Virginia
Cowan, Mary Anita	Vicksburg, Mississippi
Farrar, Ellen	Houston, Texas
Frank, Isabelle	Marion, Ohio
Gladfelter, Ruth	Ottawa, Illinois
Hackman, Fredericka	Mount Union, Pennsylvania
Hagan, Elizabeth J.	Richmond, Kentucky
Hawkins, Katherine	Birmingham, Alabama
Henry, Beatrice	Del Rio, Texas
High, Margaret	Paris, Texas
Kennedy, Sarah	Atlanta, Georgia
Kinard, Margaret	Jackson, Georgia
Leedom, Helen Eleanor	Oil City, Pennsylvania
Leedom, Janet	Oil City, Pennsylvania
Mann, Carolyn Ruth	Lubbock, Texas
Peebles, Carlotta Alice	Emporia, Virginia
Porter, Kathleen	Toronto, Ohio
Rowley, Charity Marguerite	Cedar Rapids, Iowa
Sheffield, Sarah	Americus, Georgia

Turner, Margaret E. H.	Minneapolis, Minnesota
Ward, Hortense	Houston, Texas
Wilson, Hattie H.	Richmond, Virginia
Whitman, Margaret	Atlanta, Georgia
Woelfel, Florence	Morris, Illinois

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### DISTRIBUTION OF STUDENTS BY STATES

Alabama	5	Michigan	3
Arkansas	2	Minnesota	5
Brazil	1	Mississippi	13
Colorado	2	Missouri	3
Connecticut	1	Nebraska	1
Delaware	5	New Jersey	12
District of Columbia	6	New York	18
Florida	5	North Carolina	6
Georgia	11	Ohio	25
Idaho	2	Pennsylvania	24
Illinois	25	South Carolina	3
Indiana	9	Tennessee	8
Iowa	3	Texas	25
Kentucky	6	Virginia	42
Louisiana	5	Washington	1
Maryland	4	West Virginia	3
Massachusetts	1	Wisconsin	3



















UNIVERSITY OF ILLINOIS-URBANA



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